

55TH CONGRESS, }  
3d Session. }

SENATE.

{ DOCUMENT  
No. 31.

PROCEEDINGS  
OF THE  
FIFTEENTH MEETING  
OF THE  
Convention of American Instructors of the Deaf,  
HELD AT  
THE OHIO INSTITUTION FOR THE DEAF AND DUMB,  
COLUMBUS, OHIO,  
JULY 28-AUGUST 2, 1898.

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DECEMBER 12, 1898.—Referred to the Committee on Education and Labor  
and ordered to be printed.

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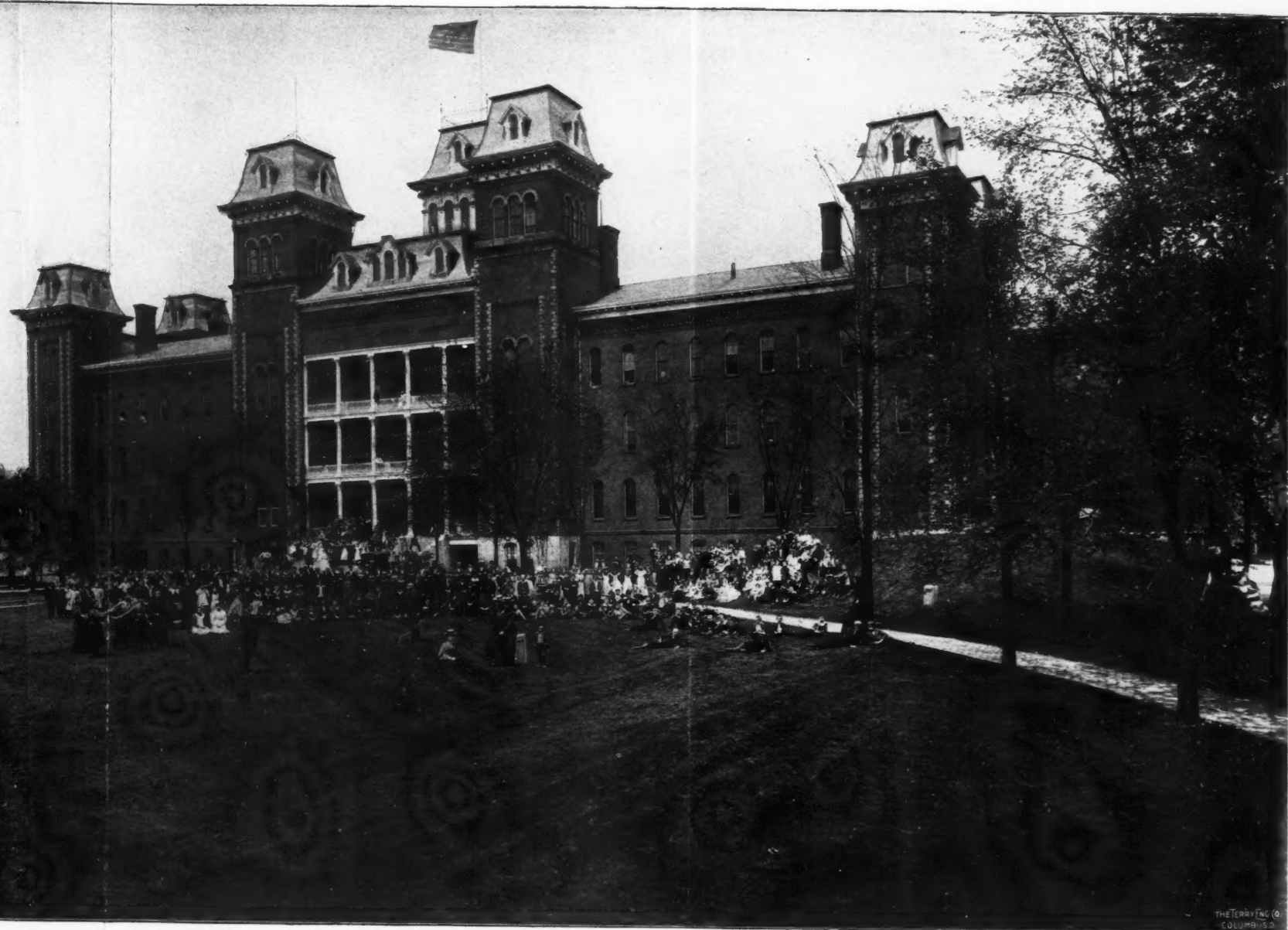
WASHINGTON:  
GOVERNMENT PRINTING OFFICE.  
1899.



THE TERRY ENGRAVING CO., COLUMBUS, O.

OHIO INSTITUTION FOR THE E





THE TERRY CO.  
COLUMBIA, S.C.

THE EDUCATION OF THE DEAF.

## ACT OF INCORPORATION.

*Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled,* That Edward M. Gallaudet, of Washington, in the District of Columbia; Francis D. Clarke, of Flint, in the State of Michigan; S. Tefft Walker, of Jacksonville, in the State of Illinois; James L. Smith, of Faribault, in the State of Minnesota; Sarah Fuller, of Boston, in the State of Massachusetts; David C. Dudley, of Colorado Springs, in the State of Colorado, and John R. Dobyns, of Jackson, in the State of Mississippi, officers and members of the Convention of American Instructors of the Deaf, and their associates and successors be, and they are hereby, incorporated and made a body politic and corporate in the District of Columbia by the name of the "Convention of American Instructors of the Deaf," for the promotion of the education of the deaf on the broadest, most advanced, and practical lines; and by that name it may sue and be sued, plead and be impleaded, in any court of law or equity, and may have and use a common seal and change the same at pleasure.

SEC. 2. That the said corporation shall have the power to take and hold personal estate and such real estate as shall be necessary and proper for the promotion of the educational and benevolent purposes of said corporation, which shall not be divided among the members of the corporation, but shall descend to their successors for the promotion of the objects aforesaid.

SEC. 3. That said corporation shall have a constitution and regulations or by-laws, and shall have power to amend the same at pleasure: *Provided,* That such constitution and regulations or by-laws do not conflict with the laws of the United States or of any State.

SEC. 4. That said association may hold its meetings in such places as said incorporators shall determine, and shall report to Congress, through the president of the Columbia Institution for the Deaf and Dumb, at Washington, District of Columbia, such portions of its proceedings and transactions as its officers shall deem to be of general public interest and value concerning the education of the deaf.

Approved, January 26, 1897.

LETTER OF SUBMITTAL.

THE COLUMBIA INSTITUTION  
FOR THE DEAF AND DUMB,

*Kendall Green, Washington, D. C., December 12, 1898.*

*To the Congress of the United States:*

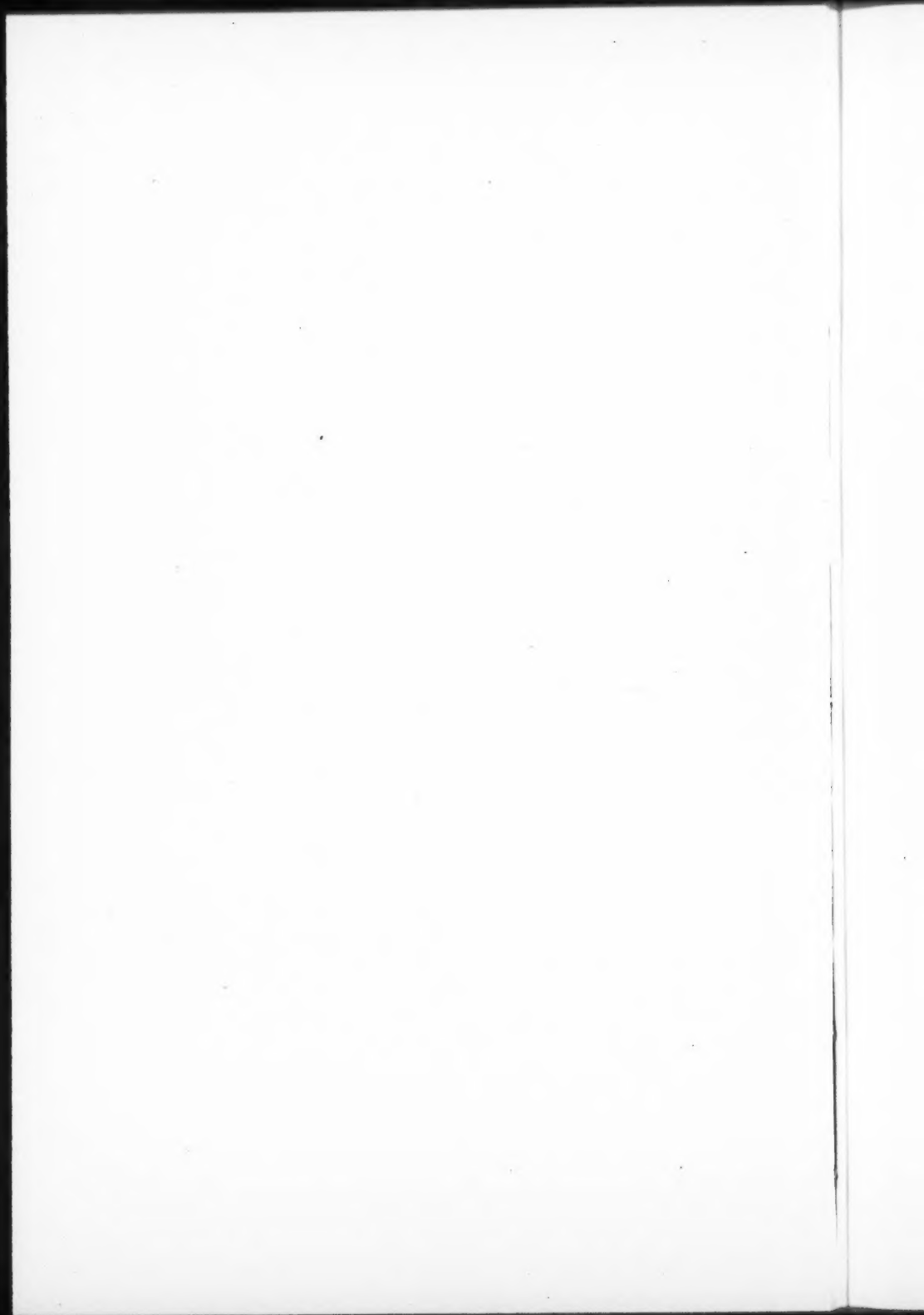
In accordance with the act of incorporation of the Convention of American Instructors of the Deaf, approved January 26, 1897, I have the honor to submit to Congress the proceedings of the fifteenth meeting of the convention, held at Columbus, Ohio, July 28-August 2, 1898.

I have the honor to be, very respectfully, your obedient servant,

EDWARD M. GALLAUDET,  
*President.*

HON. GARRET A. HOBART,  
*President of the Senate.*

HON. THOMAS B. REED,  
*Speaker of the House.*



LETTER OF TRANSMITTAL.

INSTITUTION FOR THE EDUCATION  
OF THE DEAF AND DUMB,  
*Jackson, Miss., November 21, 1898.*

DEAR SIR: In compliance with the act of incorporation of the Convention of American Instructors of the Deaf, approved January 26, 1897, which requires that "said association shall report to Congress, through the president of the Columbia Institution for the Deaf and Dumb, at Washington, District of Columbia, such portions of its proceedings as its officers shall deem to be of general public interest and value concerning the education of the deaf," I have the honor to transmit herewith the proceedings of the convention at its fifteenth meeting, held in Columbus, Ohio, July 28-August 2, 1898, and to request that the same be laid before Congress.

Very respectfully, yours,

J. R. DOBYNS,  
*Secretary.*

E. M. GALLAUDET, LL.D.,  
*President Columbia Institution  
for the Deaf and Dumb, Washington, D. C.*



FIFTEENTH CONVENTION, AMERICAN INSTRUCTORS OF THE D

COLUMBUS, OHIO, JULY 28 TO AUGUS





INSTRUCTORS OF THE DEAF—PRINCIPALS AND SUPERINTENDENTS.

COLUMBUS, OHIO, JULY 28 TO AUGUST 2, 1898.



OFFICERS OF THE CONVENTION OF AMERICAN INSTRUCTORS  
OF THE DEAF, 1898-1901.

*President.*—DR. E. M. GALLAUDET, Washington, D. C., President of the Columbia Institution for the Deaf and Dumb.

*Vice-President.*—R. MATHISON, Belleville, Ontario, Superintendent of the Institution for the Deaf, Belleville, Ontario.

*Secretary.*—J. R. DOBYNS, Jackson, Miss., Superintendent of the Mississippi Institution for the Education of the Deaf and Dumb.

*Treasurer.*—J. L. SMITH, Faribault, Minn., Instructor in the Minnesota School for the Deaf.

DIRECTORS.

WILLIAM K. ARGO, Colorado Springs, Colo., Instructor in the Colorado School for the Deaf and the Blind.

MISS SARAH FULLER, Boston, Principal of the Horace Mann School for the Deaf.

ROBERT PATTERSON, Columbus, Ohio, Principal of the Ohio Institution for the Education of the Deaf and Dumb.

CHAIRMEN OF COMMITTEES.

For the Normal Section:

W. A. CALDWELL, Berkeley, Cal., Instructor in the California Institution for the Education of the Deaf and Dumb and the Blind.

For the Oral Section:

DR. JOSEPH C. GORDON, Jacksonville, Ill., Superintendent of the Illinois Institution for the Education of the Deaf and Dumb.

For the Kindergarten Section:

MISS MARY McCOWEN, Englewood, Ill., Supervising Principal of the Chicago Public Day Schools for the Deaf.

For the Auricular Section:

ENOCH HENRY CURRIER, New York, Principal of the New York Institution for the Instruction of the Deaf and Dumb.

For the Art Section:

ERNEST ZELL, Columbus, Ohio, Instructor in the Ohio Institution for the Education of the Deaf and Dumb.

For the Industrial Section:

WARREN ROBINSON, Delavan, Wis., Instructor in the Wisconsin School for the Deaf.

Western Local Committee:

F. W. METCALF, Ogden, Utah, Superintendent of the Utah State School for the Deaf and Dumb.

**Southern Local Committee:**

W. O. CONNOR, Cave Spring, Ga., Principal of the Georgia School for the Deaf.

**Eastern Local Committee:**

EDWARD B. NELSON, Rome, N. Y., Principal of the Central New York Institution for Deaf-Mutes.

**OFFICERS OF THE CONVENTION, 1895-1898.**

*President.*—DR. E. M. GALLAUDET, Washington, D. C., President of the Columbia Institution for the Deaf and Dumb.

*Vice-President.*—FRANCIS D. CLARKE, Flint, Mich., Superintendent of the Michigan School for the Deaf.

*Secretary.*—S. T. WALKER, Jacksonville, Ill., Superintendent of the Illinois Institution for the Education of the Deaf and Dumb.

*Treasurer.*—J. L. SMITH, Faribault, Minn., Instructor in the Minnesota School for the Deaf.

***Directors.*—**

D. C. DUDLEY, Colorado Springs, Colo., Superintendent of the Colorado School for the Deaf and the Blind.

J. R. DOBYNS, Jackson, Miss., Superintendent of the Mississippi Institution for the Education of the Deaf and Dumb.

MISS SARAH FULLER, Boston, Principal of the Horace Mann School for the Deaf.

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FIFTEENTH CONVENTION, AMERICAN INSTR

COLUMBUS, OHIO, JULY 28 TO AUGUS





IN, AMERICAN INSTRUCTORS OF THE DEAF.

OHIO, JULY 28 TO AUGUST 2, 1898.



## LIST OF MEMBERS.

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| <p>             Archer, T. V., Indianapolis, Ind.<br/>             Argo, W. K., Colorado Springs, Colo.<br/>             Argo, Mrs. W. K., Danville, Ky.<br/>             Atwood, R. H., Columbus, Ohio.<br/>             Balis, J. C., Belleville, Ontario.<br/>             Balis, Sylvia Chapin, Belleville, Ontario.<br/>             Ballard, Melville, Washington, D. C.<br/>             Bancroft, Mary, Columbus, Ohio.<br/>             Bangs, D. F., Devils Lake, N. Dak.<br/>             Bell, Minnie O., Fulton, Mo.<br/>             Bending, E. J., Delavan, Wis.<br/>             Berg, Albert, Indianapolis, Ind.<br/>             Billings, Carrie E., Flint, Mich.<br/>             Bledsoe, J. F., Baltimore, Md.<br/>             Blount, W. J., Danville, Ky.<br/>             Boggs, Irene, Columbus, Ohio.<br/>             Bolyn, Mrs. Margaret I., Council Bluffs, Iowa.<br/>             Bones, Mary J., Austin, Tex.<br/>             Booth, F. W., Mount Airy, Philadelphia, Pa.<br/>             Bowles, W. A., Staunton, Va.<br/>             Brabyn, Minnie, Flint, Mich.<br/>             Bright, Helen E., Fulton, Mo.<br/>             Bright, S. C., Fulton, Mo.<br/>             Brown, T. L., Flint, Mich.<br/>             Buckingham, Abigail, Flint, Mich.<br/>             Burke, Sister Mary Anne, Buffalo, N. Y.<br/>             Burt, W. N., Edgewood Park, Pa.<br/>             Caldwell, W. A., Berkeley, Cal.<br/>             Campbell, W. J., Belleville, Ontario.<br/>             Carter, W. H., Danville, Ky.<br/>             Chapin, E. L., Romney, W. Va.<br/>             Charles, C. W., Columbus, Ohio.<br/>             Clarke, F. D., Flint, Mich.<br/>             Clarke, T. P., Flint, Mich.<br/>             Clarke, Mrs. T. P., Flint, Mich.<br/>             Cloud, Rev. J. H., St. Louis, Mo.<br/>             Collett, Annie, Fulton, Mo.         </p> | <p>             Connor, Jessie C., Cave Spring, Ga.<br/>             Connor, W. O., Cave Spring, Ga.<br/>             Crane, J. E., Hartford, Conn.<br/>             Crawford, Ellen E. J., Flint, Mich.<br/>             Crawford, L. May, Little Rock, Ark.<br/>             Crouter, A. L. E., Mount Airy, Philadelphia, Pa.<br/>             Currier, E. H., New York.<br/>             Davidson, S. G., Mount Airy, Philadelphia, Pa.<br/>             Day, H. E., Danville, Ky.<br/>             De Motte, Linda E., Flint, Mich.<br/>             De Motte, W. H., Indianapolis, Ind.<br/>             D'Estrella, Theophilus, Berkeley, Cal.<br/>             Doane, Letitia L., Columbus, Ohio.<br/>             Dobyns, J. R., Jackson, Miss.<br/>             Dold, J. J., Olathe, Kans.<br/>             Donald, Dora, Manchester, Iowa.<br/>             Donnally, H. H., Faribault, Minn.<br/>             Dositheus, Sister Mary, Buffalo, N. Y.<br/>             Draper, A. G., Washington, D. C.<br/>             Drury, Mrs. Martha E., Flint, Mich.<br/>             Dudley, D. C., Colorado Springs, Colo.<br/>             Dwyer, Miss B. E., Buffalo, N. Y.<br/>             Edgar, Bessie M., Columbus, Ohio.<br/>             Elwood, Caroline F., Washington, D. C.<br/>             Ely, C. R., Washington, D. C.<br/>             Ely, C. W., Frederick, Md.<br/>             Ely, Grace D., Frederick, Md.<br/>             Euritt, G. D., Staunton, Va.<br/>             Fay, A. B., Washington, D. C.<br/>             Fay, E. A., Washington, D. C.<br/>             Fay, G. O., Hartford, Conn.<br/>             Fish, Kate H., Washington, D. C.<br/>             Fox, T. F., Station M, New York.<br/>             Freeman, S. M., Cave Spring, Ga.<br/>             Fuller, Sarah, Boston, Mass.<br/>             Gale, E. P., Frederick, Md.         </p> |
|--|---|

- Gallagher, J. E., Chicago, Ill.  
 Gallaudet, E. M., Washington, D. C.  
 Gaw, A. C., Faribault, Minn.  
 Gilbert, S. W., Little Rock, Ark.  
 Goodwin, E. McK., Morganton, N. C.  
 Gordon, Ellen, Washington, D. C.  
 Gordon, J. C., Jacksonville, Ill.  
 Gordon, Mary T. G., Washington, D. C.  
 Gregory, S. W., Delavan, Wis.  
 Green, Lettie C., Danville, Ky.  
 Greener, A. B., Columbus, Ohio.  
 Greener, May, Columbus, Ohio.  
 Griffin, Mary E., Faribault, Minn.  
 Grimes, Mary, Columbus, Ohio.  
 Griswold, Mary E., Chicago, Ill.  
 Gross, Henry, Fulton, Mo.  
 Hall, Percival, Washington, D. C.  
 Haupt, Hermine, Danville, Ky.  
 Hays, A. D., Romney, W. Va.  
 Hecker, C. M., Indianapolis, Ind.  
 Hecker, E. J., Indianapolis, Ind.  
 Heizer, Eva, Indianapolis, Ind.  
 Herdman, Pearl, St. Louis, Mo.  
 Hill, C. H., Fulton, Mo.  
 Hofstater, H. McP., Morganton, N. C.  
 Hubbard, Willis, Flint, Mich.  
 Hunter, Bessie, Columbus, Ohio.  
 Hurd, Mrs. Anna G., Morganton, N. C.  
 Israel, Ellen J., Olathe, Kans.  
 Jenkins, Weston, Trenton, N. J.  
 Johnson, J. H., Talladega, Ala.  
 Johnson, R. O., Indianapolis, Ind.  
 Johnson, W. S., Talladega, Ala.  
 Johnston, Effie, Jacksonville, Ill.  
 Jones, Mrs. Cora, Columbus, Ohio.  
 Jones, J. W., Columbus, Ohio.  
 Jones, Nellie, Fulton, Mo.  
 Jones, Susie E., Edgewood Park, Pa.  
 Kearny, Alfred, Jackson, Miss.  
 Keller, Margaret Hopkins, Romney, W. Va.  
 Kellogg, Jane B., Hartford, Conn.  
 Kenney, Elsie L., Columbus, Ohio.  
 Kiesel, T. A., Washington, D. C.  
 Kinsell, Lida, Columbus, Ohio.  
 Kinsley, Ida B., Indianapolis, Ind.  
 Knight, Emma F., Flint, Mich.  
 Kouns, Mary N., Fulton, Mo.  
 Larson, L. M., Santa Fe, N. Mex.  
 Lea, Ida, Little Rock, Ark.  
 Leggett, Virginia E., Columbus, Ohio.  
 Len, Barbara, Columbus, Ohio.  
 Le Prince, Gabriella, Station M, New York.  
 Linn, Georgina, Belleville, Ontario.  
 Long, Hinda M., Flint, Mich.  
 Long, M. T., Danville, Ky.  
 Long, Mrs. M. T., Danville, Ky.  
 Long, Margaret A., Columbus, Ohio.  
 Long, Nora V., Indianapolis, Ind.  
 Loughhead, Grace R., Flint, Mich.  
 Mansur, Mrs. Lida O'H., Columbus, Ohio.  
 Mashburn, A. G., Little Rock, Ark.  
 Mathison, R., Belleville, Ontario.  
 McAloney, T. S., Talladega, Ala.  
 McClure, George M., Danville, Ky.  
 McCowen, Mary, Englewood, Ill.  
 McDermid, D. W., Winnipeg, Manitoba.  
 McGregor, R. P., Columbus, Ohio.  
 McKee, N. B., Fulton, Mo.  
 McKillop, D. J., Belleville, Ontario.  
 Metcalf, F. W., Ogden, Utah.  
 Miller, J. C., Morganton, N. C.  
 Mitchell, H. F., Lexington avenue, New York.  
 Moffat, L., Berkeley, Cal.  
 Morse, Anna, Jacksonville, Ill.  
 Moses, Delia L., Knoxville, Tenn.  
 Moses, T. L., Knoxville, Tenn.  
 Moylan, D. E., Baltimore, Md.  
 Nelson, E. B., Rome, N. Y.  
 Nichols, Arline, St. Louis, Mo.  
 Nichols, Emma C., Danville, Ky.  
 Odebrecht, Leonce A., Columbus, Ohio.  
 O'Hara, Eliza E., Columbus, Ohio.  
 Patterson, Robert, Columbus, Ohio.  
 Philip of Jesus, Sister, Montreal, Quebec.  
 Piper, Mark H., Flint, Mich.  
 Pollard, Nannie A., Faribault, Minn.  
 Putnam, George H., Olathe, Kans.  
 Ray, J. E., Raleigh, N. C.  
 Read, jr., Frank, Jacksonville, Ill.  
 Read, jr., Mrs. Frank, Jacksonville, Ill.  
 Read, Utten E., Indianapolis, Ind.  
 Rider, E. C., Malone, N. Y.

- Robinson, Lucy, Indianapolis, Ind.  
 Robinson, Warren, Delavan, Wis.  
 Rogers, Mrs. Annie, Danville, Ky.  
 Rogers, Augustus, Danville, Ky.  
 Roper, Annie, St. Louis, Mo.  
 Rothert, H. W., Council Bluffs, Iowa.  
 Rucker, J. T., Romney, W. Va.  
 Saunders, Adah, Jackson, Miss.  
 Schory, A. H., Columbus, Ohio.  
 Scott, Clara, Flint, Mich.  
 Seaton, C. D., Devil's Lake, N. Dak.  
 Sheridan, Thomas, Faribault, Minn.  
 Sites, Katherine F., Columbus, Ohio.  
 Smith, Alice Noyes, Faribault, Minn.  
 Smith, J. L., Faribault, Minn.  
 Snider, Annie E., Faribault, Minn.  
 Spruit, Conrad, Council Bluffs, Iowa.  
 Stauffer, D. E., Baltimore, Md.  
 Steelman, Anna B., Columbus, Ohio.  
 Stelzig, Lulu, Columbus, Ohio.  
 Steinke, Agnes, Delavan, Wis.  
 Steward, J. M., Columbus, Ohio.  
 Stewart, A. A., Olathe, Kans.  
 Stewart, J. M., Flint, Mich.  
 Strouse, Kate A., Little Rock, Ark.  
 Struckmeyer, Miss A. F., Delavan, Wis.  
 Swan, E. F., Flint, Mich.  
 Sweet, Caroline C., Hartford, Conn.  
 Swiler, J. W., Delavan, Wis.
- Talbot, Benjamin, Columbus, Ohio.  
 Tanner, Annie E., Jacksonville, Ill.  
 Tate, J. N., Faribault, Minn.  
 Teegarden, George M., Edgewood Park, Pa.  
 Tillinghast, E. S., Boulder, Mont.  
 Tillinghast, J. A., Belfast, Ireland.  
 Tyrrell, Marion E., Flint, Mich.  
 Vail, S. J., Indianapolis, Ind.  
 Walker, Frances B., Columbus, Ohio.  
 Walker, H. E., Cedarspring, S. C.  
 Walker, N. F., Cedarspring, S. C.  
 Walton, Idella, Jacksonville, Ill.  
 Weeks, W. H., Hartford, Conn.  
 Wettstein, Frances, Milwaukee, Wis.  
 Wharton, Lula E., Jackson, Miss.  
 Wilkins, Blanche H., Austin, Tex.  
 Wilkinson, Warring, Berkeley, Cal.  
 Williams, Job, Hartford, Conn.  
 Wing, Laura C., Rome, N. Y.  
 Wood, A. F., Talladega, Ala.  
 Wood, S. Frances, Jacksonville, Ill.  
 Wood, V. Louise, Jacksonville, Ill.  
 Yates, Frank B., Little Rock, Ark.  
 Young, Minnie B., Columbus, Ohio.  
 Zell, Mrs. Ella A., Columbus, Ohio.  
 Zell, Ernest, Columbus, Ohio.  
 Zorn, William H., Columbus, Ohio.

## HONORARY MEMBERS.

- W. H. Addison, Glasgow, Scotland.  
 Mrs. R. H. Atwood, Columbus, Ohio.  
 Hon. L. D. Bonebrake, Columbus, Ohio.  
 Stephen R. Clark, Columbus, Ohio.  
 Miss Beatrice Condon, Ealing, London, England.  
 Rev. W. S. Eagleson, Columbus, Ohio.  
 T. C. Forester, Belfast, Ireland.  
 Dr. P. G. Gillett, Jacksonville, Ill.  
 Miss L. B. Gipson, Upper Sandusky, Ohio.  
 Hon. Wm. A. Gipson, Upper Sandusky, Ohio.  
 Hon. G. W. Glover, Cadiz, Ohio.  
 Mrs. A. B. Greener, Columbus, Ohio.  
 Miss Mary E. Grow, Pomeroy, Ohio.
- George W. Halse, Columbus, Ohio.  
 Hon. George Hamilton, East Liverpool, Ohio.  
 Hon. Charles E. Haugh, Indianapolis, Ind.  
 G. S. Haycock, Glasgow, Scotland.  
 Hon. G. A. Joiner, Alabama.  
 Rev. J. M. Koehler, Philadelphia, Pa.  
 Rev. A. W. Mann, Gambier, Ohio.  
 Hon. William L. McElroy, Mount Vernon, Ohio.  
 Mrs. R. P. McGregor, Columbus, Ohio.  
 Dr. J. L. Noyes, Faribault, Minn.  
 Mrs. L. A. Odebrecht, Columbus, Ohio.  
 Alex. L. Pach, Easton, Pa.

Mrs. Robert Patterson, Columbus, Ohio.	Mrs. B. Talbot, Columbus, Ohio.
Dr. Isaac Lewis Peet, New York.	J. A. Tillinghast, Belfast, Ireland.
Amasa Pratt, Columbus, Ohio.	Rev. Job Turner, Staunton, Va.
Mrs. A. H. Schory, Columbus, Ohio.	W. Wade, Oakmont, Pa.
Hon. J. W. Sifton, Manitoba.	S. T. Walker, Chicago, Ill.
Mrs. James M. Steward, Columbus, Ohio.	Rev. O. J. Whildin, Baltimore, Md.
	Rev. C. L. Zorbaugh, Cleveland, Ohio.

## SUMMARY.

	Active.	Honorary.	Total.		Active.	Honorary.	Total.
Alabama .....	4	1	5	Montana .....	1		1
Arkansas .....	6		6	New Jersey .....	1		1
California .....	4		4	New Mexico .....	1		1
Colorado .....	2		2	New York .....	10	1	11
Connecticut .....	6		6	North Carolina .....	5		5
District of Columbia .....	12		12	North Dakota .....	2		2
England .....		1	1	Ohio .....	33	21	54
Georgia .....	3		3	Ontario .....	6		6
Illinois .....	12	2	14	Pennsylvania .....	6	2	8
Indiana .....	12	1	13	Quebec .....	1		1
Iowa .....	4		4	Scotland .....		2	2
Ireland .....	1	2	3	South Carolina .....	2		2
Kansas .....	4		4	Tennessee .....	2		2
Kentucky .....	12		12	Texas .....	2		2
Manitoba .....	1	1	2	Utah .....	1		1
Maryland .....	6	1	7	Virginia .....	2	1	3
Massachusetts .....	1		1	West Virginia .....	4		4
Michigan .....	19		19	Wisconsin .....	7		7
Minnesota .....	9	1	10				
Missouri .....	13		13	Total .....	221	38	a 258
Mississippi .....	4		4				

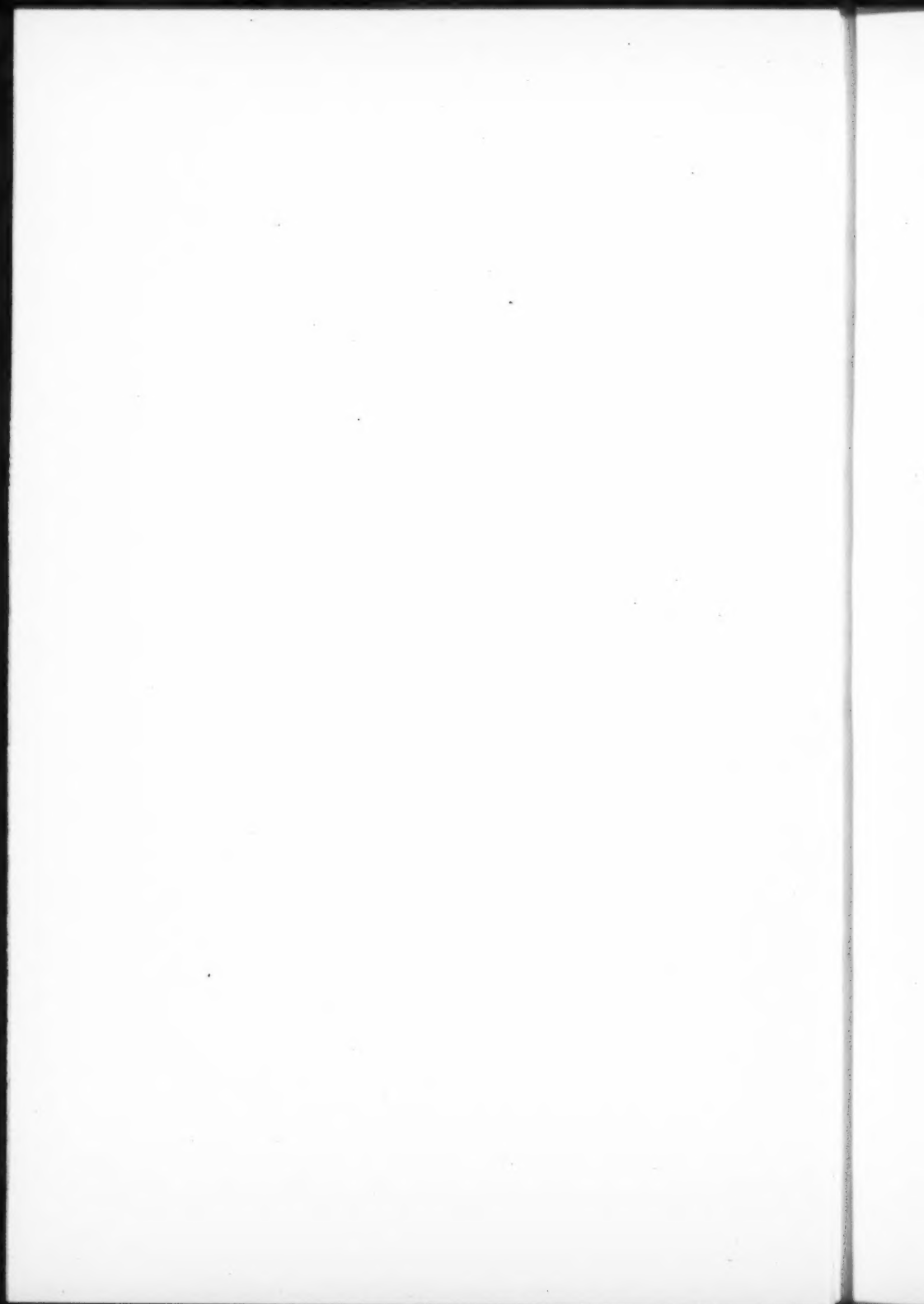
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PROCEEDINGS OF THE MEETING.

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# PROCEEDINGS OF THE MEETING.

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## FIRST DAY.

THURSDAY, *July 28.*

The Fifteenth meeting of the Convention of the American Instructors of the Deaf was called to order in the chapel of the Ohio Institution for the Deaf and Dumb, Columbus, Ohio, at 3 p. m. on July 28, 1898, by Superintendent J. W. Jones, who spoke as follows:

### ADDRESS OF SUPERINTENDENT J. W. JONES.

Ladies and Gentlemen, Members of the Convention of American Instructors of the Deaf, and Friends: It gives me great pleasure upon this occasion to call this convention to order. It is an honor which I did not expect to enjoy, and especially I did not expect such an honor while I am so young in my professional life. I am perhaps somewhat of a novice to appear before this American association of educators. I have only been in the work for a short time. From the various remarks that I read in the newspapers at the time of my appointment I did not expect to last very long. An Indiana paper, in commenting upon the appointment, said that they had a new superintendent over in Ohio by the name of Jones, and then added that his successor had not yet been announced. [Laughter.] It is a matter of gratification to me and a matter of great pride that the stone which the builders would have rejected has become, for this moment only, the head of the corner. [Applause.] I am sure the members of this convention have been made to feel already that they are welcome, and anything I may say could not add to that feeling. You know it is said that the "proof of the pudding is in the eating," and I am sure that the attention that we have tried to give you yesterday and to-day is a sufficient guaranty that you are welcome here. It might not be inappropriate to say that we had

something else in view, nor even to say that we had some selfish motives, when we invited you to come to Columbus. We felt that we needed you. We felt that we needed that inspiration that would come from this large audience of educators, dedicated to the great work in which we are engaged. We felt that our mingling with you would help us and inspire our teachers. We felt that it would stimulate all of us to do better work for the children who are sent to us to be trained for their life's work. This was one of the reasons that prompted us to extend to you an invitation to meet here. It was not, however, from entirely selfish motives, for we had understood that your convention was held here twenty years ago, and we felt that it would be a great pleasure, at least to the older members of the association, to come back to Ohio and reacquaint themselves with the old scenes. It might not be out of place to say something also in regard to the moving and controlling spirit in the management of this institution. I am sure that the profession looked upon us with some suspicion, and I have no doubt they had a right to.

It takes a superintendent but a short time to understand that he can succeed on only one basis, and that is, that he must remove everything that hinders the educational progress of the institution and every pernicious influence that attaches itself to institutions of this kind. I decided, therefore, early in the administration that, so far as my influence and voice might go, these influences should never appear in the Ohio institution. It was with some apprehension on the part of my friends that we undertook this policy. I had a talk in regard to this matter with the chief executive of the State and with the board of trustees, and I found them ready and anxious to carry out this policy. This has been the controlling spirit of this institution in the past, and I pledge you that it shall be the spirit that will control it in its future relations to the pupils and the teachers. I find that the children have enjoyed that kind of an administration. The teachers of the institution, feeling that continuance in position depended upon good work, have felt safer in the performance of their duties, and the parents and friends of the institution have supported and approved this kind of work. I am also glad to say that the legislature has done what they could to further the interests of the education for the deaf. It gives me great pleasure to know that the people of the United States and the people

of Great Britain and the people of Canada are all working along the same lines and for the same ends. I do not care to add anything more to what I have said, except to repeat again that you are welcome. Friends from the sister States, friends from Canada, friends from Great Britain, friends from whatsoever country you may come, I welcome you here. You will find no rules to curtail your pleasure. I have instructed the night watchman to suspend the rules for retiring while you are here. What is ours is yours. "Yours to have and yours to enjoy." I hope you will feel at home with us this week and enjoy your visit.

I do not want you to become so happy in this liberty, however, that you will forget to attend the sessions of the convention. I am sure that you will not do this. We were to have had the mayor of the city deliver an address of welcome on behalf of the city, but I just received a telephone from him saying that it would be impossible for him to be present. I am sorry to say also that Governor Bushnell is sick, and not able to attend to the duties of his office. He is away from the State for his health, and I am sure that he is as much disappointed in not meeting you as you are in not seeing him. I received a letter from him which he desires me to read to this convention.

THE HOMESTEAD,  
*Hot Springs, Bath County, Va., July 27, 1898.*

MY DEAR PROFESSOR JONES: I wish to assure you, and through you, the National Convention of the Educators of the Deaf and Dumb, of my sincere regret that absence from the State will prevent my attendance during the sessions of your convention and deprive me of the privilege of saying a few words of welcome to so notable a gathering of men and women, who have devoted their lives to the grand object of imparting the inestimable benefit of education to an afflicted class. During my official connection with your institution you have had the opportunity of observing how thoroughly I am in sympathy with its objects and how greatly I appreciate the work that is being done in each school year. I need not assure you that this interest I have felt in the Ohio branch of the work extends to all institutions for the education of the deaf and dumb, and that I am a most ardent advocate of every extension and of every means to bring about still more valuable results in this field of endeavor. The labors of the educators of the deaf and dumb do not fail to meet with appreciation from the world. Of that there can be no doubt, and it is a most agreeable fact that the great progress made each year testifies to public sympathy and to steadfast support. It is my earnest hope that every good end sought to be accomplished by those who have developed the present admirable system of education for the deaf

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and dumb may meet with the greatest success. Wonders have been performed already, and there is every reason to think that still greater rewards are possible in the future. I trust that you will offer to the members of the convention my most cordial wishes for an entirely pleasant and profitable sojourn in the capital city of Ohio. Had it been possible, I would have taken sincere pleasure in extending a welcome by word of mouth, but since that honor has been denied me I must ask you to assure your guests that they are most welcome and that the people of Ohio are happy in having such an assemblage at its capital city and at an institution which is so much a source of Ohio pride.

Again wishing the convention all success in its work, I have the honor to remain,

Very respectfully, yours,

ASA S. BUSHNELL,  
*Governor of Ohio.*

Prof. J. W. JONES,  
*Superintendent Ohio Institution for the Education  
of the Deaf and Dumb, Columbus, Ohio.*

Although we do not have the governor with us to welcome us on behalf of the State, we have with us this afternoon the lieutenant-governor, and I take great pleasure in introducing to you Lieutenant-Governor Jones.

ADDRESS OF LIEUTENANT-GOVERNOR JONES.

Mr. Chairman, Ladies and Gentlemen: Someone asked me a little while ago if I had a prepared speech for this occasion, and I said, "No;" and then he asked me, "Why not?" and I said, "Because I was not able to prepare one upon a two hours' invitation." I appear before you to talk a few moments from the heart, and not from something that I had thought out and prepared beforehand. I tried to listen to Superintendent Jones while he was speaking, but my attention was so much attracted to the person over here [referring to the interpreter] that I did not hear what he said, and I may say the same things that he did. [Laughter.] It gives me the very greatest pleasure to meet with you this afternoon. I am more than pleased to meet with so many distinguished individuals, not only from our own country, but from countries so far removed from us. I regret that this representation had not gone further and embraced all the people of the world who are engaged in this work, and I am sure that they would have been warmly welcomed by the people of the Buckeye State, and have been splendidly entertained during their stay with us. While I am pleased to meet with so many distinguished ladies and gentlemen from all parts of the world, I join with



Superintendent Jones in the regret that Governor Bushnell has to forego the pleasure of greeting you on this occasion. I know that his heart is here with you to-day. I know that he feels that if he were here to-day, and could speak to you, it would do his soul good. I am not going to address you and tell you how magnanimous or interesting is the work in which you are engaged, neither am I going to make any suggestions as to the proper method of doing your work. It seems to me that if I should attempt this it would be a little like a lad advising his grandfather as to what he should do. While I do know something of the hard work required in this institution, and the care required to carry forward your work, I do not know anything about the sign language. I know something about the finances of this institution, but I do not know how in the world you commence to teach the little boy or girl who comes to you. I know something about teaching in a general way, but I can not conceive how you begin to teach the child that can not hear a word, and carry on the work until he can talk and carry on a conversation. I can not see how you can teach such children the rudiments of the English language, and, therefore, I shall not undertake to talk upon that subject. There are a few things that I might say, and there is one thing that I want to say, and that is that I am glad to know that this great world is being improved every day we live in it. I know that back in the history of the past it had been a problem, even with great minds, as to what we ought to do with the unfortunates. I know something, too, about the various theories that were advanced with reference to the insane, and I know, too, that these theories would do honor to the most barbarous countries under the sun.

I thank God that we have laid aside these ideas, and that we are building up the people, and that we are advancing in all grades and conditions of humanity. I recall now, looking backward over the history of this State and speaking generally on the subject of teaching, I can remember when we had no public schools except on private subscriptions among the neighbors. I remember on the last day of school the teacher said he would work out the pay rate on the blackboard. Then a little later on we had so much public-school money, and after that was taught out the parents subscribed to keep the school going, and the result of this was that the boys and girls who needed the education most got the least. By this plan only

those who were fortunate enough to have parents who appreciated the advantage of school received any education at all. After a time the Buckeye State demanded something better. They demanded that the public should take the public schools into their care and make them free to all. They have demanded since that time that education not only should be free, but that it should be compulsory. This is true, at least, in Ohio and some other States, and, as a result, to-day we are raising, for our public schools and our different charitable institutions in this State, the annual sum of \$4,000,000.

I think this is the grandest money the State is expending. I think it is the grandest taxes that any State can levy. This money is being expended for the education of our youth, the fortunate as well as the unfortunate, and we are building them up and making of them grand men and women. I want to say that just in the same proportion as the United States and England and Scotland and Canada are advancing upon these subjects in the education of their people, they have raised the standard of manhood and civilization in this world. Sometimes I hear it said by a pessimist—and I told you I am going to talk from my heart—that the world is getting worse. I do not believe it. The world is getting better. I believe the religion we have now is better than the religion we had fifty years ago. When I was a lad I was a good boy and went to Sunday school, but the pastor of the church on the side of the road where I went to Sunday school and church was decidedly against the pastor on the other side of the road. Now our pastors come together and talk together and love one another and the work in which they are engaged. Thank God, we have the kind of religion that is doing good work. As in the church so in everything else—we are getting together. In this same spirit you are coming together to discuss the best plans of work.

I like this spirit. Sometimes we get off in a corner and become very selfish. Sometimes in my profession I might have thought that I understood the whole law, but when I get into the State convention and hear other men talk I begin to find out that I did not know it all. I begin to find out that some of my ideas can be improved by exchange of ideas with others. I think these fraternal relations are the grandest relations in the world. The world is getting better. We are reaching a higher stage of civilization, and it is growing out of these associations. We are having even a better fraternal

spirit in our political parties, and we are finding out that, after all, John is a good fellow, although he does not belong to our political faith. You should meet in your institutions frequently. You should make the world better. Perhaps I should not have said these things, but I have the honor to-day to speak to one of the grand conventions of teachers. Fifty years ago a good teacher was not much of anybody. He did not have much to do, but in this day of teachers the teachers are controlling this country. Even the farmer is asking something of the teacher, that he may learn something with reference to farming and that he may farm more scientifically. In fact, nearly all the classes of men ask something of the teacher with reference to their business. We are carrying the science of education into every department of life. Just in the ratio that the teachers have been ascending in this country civilization has gone to a higher plane. What I would like to see would be a little fairer compensation for the teacher. [Applause.] As I said awhile ago, I think this is a grand convention of teachers, and it seems to me that you, of all the teachers in the world, have the most difficult task to perform. It seems to me that you must have the highest degree of capability, the patience of Job, and the industry of the honeybee, to accomplish the grand results you have brought about. [Applause.] Almost every man in Ohio who got to be a lawyer commenced life by teaching a district school. I was one of them myself, and I used to think it was hard work, but the work you are doing for this country is a grand one, and it is bringing honor upon the State. I can not talk any longer upon this subject, but I wished to show you that we thank you for the honor of this visit. It will do our teachers good and it will do us all good. I do not speak for the class we call unfortunate, but for all classes, and as we care for them so we are raising the general civilization all over the country. I say again, we thank you for this visit, and in the name of the State of Ohio I bid you welcome. I turn you over to Superintendent Jones and his assistants, and assure you that you may trust yourselves in his care. They will take good care of you, and I hope you will enjoy yourselves and come again. I thank you for your attention and bid you welcome to our midst.

Superintendent J. W. Jones then introduced the president of the association, Dr. E. M. Gallaudet, of Washington, D. C.,

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who responded to the addresses of welcome in behalf of the association. He spoke as follows:

### ADDRESS OF DR. E. M. GALLAUDET.

Your Excellency, Superintendent Jones, and Members of the Convention of the American Association of Instructors for the Deaf: I esteem it a very high privilege, indeed, to be allowed to speak for this convention, in response to the warm words of welcome we have just heard. I am sure that we, who have met many times in convention, the American instructors of the deaf, appreciate the hospitality and the kindness that has always been extended to us in the different places in which we have held our meetings. We know, too, how much the entertainment of this convention means to you. We know how much effort it requires on your part to entertain and care for us. We know, too, how much self-sacrifice and labor it involves on the part of the officers of the institution and the assistants, as well as of all who are employed in the institution, to entertain a great body of men and women in convention. We know that our presence among you means to you anxiety and labor and weariness, and we appreciate all that.

You have assured us of your welcome and we do not doubt in the least your sincerity. I speak for all the members of this convention when I say that we thank you for this kind welcome and for the entertainment that you so kindly offer to us here in Ohio. Ohio has a noble way of doing things. I remember that during our civil war, Ohio gave to us and to this country three of our greatest generals. I remember also that Ohio has given to us during the history of this country three Presidents whom we have honored in Washington and throughout this country. I am reminded also that during our present exciting times in this country, the President whose hand is on the helm, he who guides the ship of state and in whom we have the highest confidence and whose discretion and sound judgment we trust will guide us safely, that you, too, have given him to us and to this country. [Applause.] And then again in regard to the matter of conventions, your good superintendent, Mr. Jones, has said that there was a convention of this association held in this State twenty years ago. While that is true, I must also remind him that there was another meeting of this association held in this State forty years ago. So that in the matter of conventions it would seem that Ohio

has been doing this, as she has been doing many other things, by threes.

This is our fifteenth meeting, and it is the third meeting that has been held in the State of Ohio. You have, therefore, entertained the American Association of Instructors for the Deaf three times, or one-fifth of the time, and I am very sure that we all are, and ought to be, indebted to the State of Ohio for her hospitality and for her kindness to this association. This meeting is of a peculiar interest to all of us. In the first place, this association is now, for the first time in its history, a fully organized body. It is for the first time a fully legalized organization. Since our last convention an act of incorporation has been passed by Congress and we are now fully authorized to inherit money, to become rich, and to do many other things which a corporation may do and which we can do under the new form that we have taken on since our last meeting.

I am sure that you will not expect me to make a long speech this afternoon. I do not think it is necessary. I think when you have said the good old Saxon words of welcome, and when we have responded to that welcome with good open hearts, that is enough. We have with us this afternoon many distinguished representatives, not only from our own country but from other countries, and I am sure that you would like to listen to them, and that they would be equally glad to respond to your words of welcome.

We have with us Superintendent Clarke, of Michigan, who knows what it is to entertain a convention, and who is a whole host in himself. He speaks from the standpoint of experience for he knows all about it. I take great pleasure in introducing Superintendent Clarke, of Michigan.

#### ADDRESS OF SUPERINTENDENT F. D. CLARKE, MICHIGAN.

Mr. Chairman and Fellow-Teachers: There are times when we can talk because we feel that much speech comes without difficulty. Some three years ago, in a convention similar to this, I welcomed you to the Michigan school, and I felt then more than I could say; but now, in responding to the welcome extended to us by his excellency and by Superintendent Jones, I feel a great deal more than I can possibly say. There are some things of which the poet has said "distance lends enchantment to the view," but I assure you, however, as a near neighbor of the State of Ohio, that this State is strong with a

near view, and the more closely you view it the more you will love it. If there is a State in the Union which we of Michigan look upon with honor, respect, and affection, it is the State of Ohio. If there is any people whom we love more than we love the people of other States, it is those who call themselves Ohioans. Many of the good things which we enjoy in Michigan came to us from Ohio. We are, in fact, rather inclined to look upon Ohio as the mother of our State. This school, as many of you know, is much older than our school in Michigan.

The first superintendent of the Michigan school, if I remember rightly, was a teacher in the Ohio school and came to Michigan. You see from this that so far as I am concerned I feel almost as if instead of responding to an address of welcome I should welcome you here, because I am a grandson of this State by adoption.

I think the present time is preeminently the age of conventions and meetings. We have them of all sorts and classes, and the man or woman who has not been to a convention of some kind somewhere would be very hard to find. Of all the conventions, however, I do not think there is one of them that does so much good as a convention of teachers of the deaf. Every year our teachers have their State and town meetings. Every year our teachers have a day in each public school, in which the school is closed and the teachers go off to visit other schools. I never go to their meetings but that I think what a ready means it is of exchanging opinions which they possess.

I never read in the paper that next Thursday the schools will be closed, as the teachers are going to Lansing to visit the schools, that I do not wish the teachers of deaf could enjoy the same privilege. I imagine that in the whole audience there are very few teachers, especially young teachers, who have enjoyed the privilege of visiting another school for the deaf while at work.

This convention is the only means we have of exchanging ideas. Years ago, when I began to teach in New York, I was vain and I thought that almost everything necessary to be known was known in the New York institution. I admitted, of course, that there might be something to be taught at Hartford, but when it came to the rest of the country I thought not. In the course of time I went to one of the conventions. I found teachers in attendance at this convention who knew more than I thought could be possible outside of my institution. I sup-



pose I was rather a callow youth who needed to keep silent and learn.

Every teacher who comes here, when he goes home will feel that the work in which we are engaged shall be more appreciated than ever. The teaching of the deaf is hard work and it requires a great deal of patience. It is hard work that brings its own reward. No teachers in the world can say they are doing as satisfactory work as we do. In Michigan, and I am prepared to give the figures, we have sent out 1,141 pupils; and, after diligent inquiry, I find that there are only three who are not self-supporting, and of these three two of them have other afflictions besides deafness. There has never been a pupil of the Michigan school in the State prison, and there has never been one convicted of felony. A few boys have been fined for assault and battery, but that is the worst crime, so far as I know, in which they have been engaged. Unfortunately, it is true that many of them will walk on the railroad, but it brings its own punishment swiftly and surely.

This afternoon we are beginning our convention, and I wish to impress upon this convention the words of Superintendent Jones, that while we have time for social intercourse we are here to work and to improve ourselves, so that when we go home we may feel that the hours and the minutes which we have spent in this convention have been a glorious privilege. I am sure that you will all join with me in expressing our thanks to Superintendent Jones for the privilege of meeting here.

I am sure that Superintendent Jones himself will excuse me if I say that when I first met him at Milwaukee I had about the same impression of him that the gentleman from Indiana had. [Laughter.] I thought that he had been appointed for political reasons. I thought that his qualifications were mostly political, and I expected to see him come to Milwaukee to have a good time. I was most agreeably surprised. I know of no one there who was more earnest in his endeavor to profit by all that was there. I know of no one who endured the intense heat better and worked harder to make that meeting a success. On further acquaintance with him, I found that since he was appointed superintendent of this school he has devoted days and nights of hard work to the mastering of those problems which confront us all, and that he has made himself thoroughly familiar with the peculiar language of the deaf. I find that he has diligently studied all those questions that have perplexed



us for years, and I can say frankly that no man in this convention is prouder to call him friend than I am. I want to say that there is no man whose opinions I value more highly than I value his opinions. There is no man in my opinion more worthy of the position which he fills than he is, and I hope and trust that for many years to come he will honor this institution by presiding over it. [Prolonged applause.] I am sure that you will all join with me in extending to the good people of Ohio our heartiest thanks for the kind words of welcome and the warm reception they have tendered to us this afternoon, and I am sure that their kind words and generous reception will inspire us to do earnest work throughout our sessions.

The president then called on Superintendent Matthison, who addressed the convention as follows:

#### ADDRESS OF SUPERINTENDENT MATHISON.

Mr. Chairman, Ladies and Gentlemen, and Christian Friends: After listening to the speeches that have been delivered this afternoon by Lieutenant-Governor Jones, of Ohio, and Superintendent Jones, of the Ohio Institution for the Deaf, it made me feel very proud that I had a little interest, too, in this State. I did not recall the fact that I had that interest until I heard their speeches, and then I remembered that I had an uncle who lived in Ohio during the war, and that this same uncle had patriotically fought, bled, and died for Ohio. [Applause.]

I do not think he was any the worse for it, my friends, because he had to die anyway, and he could not have died in a nobler State or a nobler cause. [Laughter and applause.]

I can assure you that I appreciate to the fullest extent this warm welcome we have received here this afternoon.

I appreciate the honor of responding, on behalf of the delegates from Canada, to this very cordial welcome, and I promise you that we shall take advantage of every opportunity to enjoy the hospitalities which you have so kindly offered to us. I am asked by your president this afternoon to respond to the toast, "Canada." As you all know, Canada—fair Canada—is the brightest gem in Great Britain's crown.

I do love a man who is patriotic and who is proud of his country, and I am proud of my country. [Applause.] From what I have heard and read for the past few months of your country, and the manner in which you have squelched those

Spaniards, and humbled their pride, I think you have many reasons to be proud of your country. If I were an American, I would be very proud of this country, and I am proud of you anyway. [Applause.]

A Southern lady writing in one of the magazines lately, said that when she heard the word Canada it made her shiver, and that she thought it was a jamming-up place somewhere between Buffalo and the North Pole.

She thought of it as a peculiar icicle world where every heart was made and incased in a refrigerator. [Applause.] She has lived in Canada for several years, and she has changed her mind very much in regard to that country. She has come to the conclusion, after living with us for several years, that Canada is God's own country, where the very air is conducive to good common sense and moral courage. She thinks of it now as a country where poverty and plenty may be more thoroughly enjoyed and more generally imbibed than can be properly digested. [Laughter.]

Dr. Gallaudet told me yesterday that he expected me to respond in behalf of Canada this afternoon, and as the inspector of our institution is not here yet I consented to say a few words.

I have attended former conventions of this association, and at the one held at Jackson you will remember that I was somewhat of a novice in the work. You will remember that I had only been in the profession for three years. I was looked upon as an ignoramus, and I assure you that I met with a very warm reception. I told the convention at that time that I was going to stay right with you, and I have done it.

You come here from various parts of the country to attend this convention. We bring with us our little trials of everyday experience, get hints and suggestions from other teachers, and we go home invigorated and refreshed because of being here. The work of this convention is very helpful to us, and we are better prepared to pursue our duties in the coming year. The attendance at this convention is an inspiration to everyone who will give attention to the various papers and topics presented at this meeting, and we go back feeling that many of those questions which have perplexed us in the past have been removed by an exchange of ideas with our fellow-teachers.

By referring to the statistics I find that in the United States you have 95 institutions, 1,188 teachers, and 11,427 pupils. In

Canada we have 7 institutions, 126 teachers, and 820 pupils. I just want to say that we over in Canada are heart and soul with you in this work. I need not say anything here about methods, but I believe we are all desirous of doing the greatest possible good to the greatest possible number.

The superintendents who are here, as well as the teachers, have great responsibilities. If we are to succeed in doing our work and being successful in our plans of carrying forward the work, we must watch and strive and pray. If the blessings of Heaven do not rest upon our efforts, then our efforts will not be successful. It is the individual work of each one in an institution that when taken together makes the work a success. The superintendent has his duties and his responsibilities, and each teacher has his share in the work, and it is the combined work of both that brings success to the school.

I will tell you a story that illustrates what I mean. In our institution we have a trumpeter, and that trumpeter, as supervisor of a class of boys, is charged with the duty of seeing that the boys say their prayers every night before going to bed. It so happened that one day, after the boys had been to a ball match and had come home tired, they all went to bed without saying their prayers. This boy made every one of them get up and say his prayers, and after he had done this he got into bed without saying his own prayers. He was reported to me and I said to him, "Did you not know that it was wrong?" He said, "I was tired and thought that I had done enough and should be excused."

That is just the position that some of us fall into by thinking that when we have arranged for the convention we should let it go on while we spend our time in looking over the assembly or about the institution. I am impressed with the fact this afternoon that some of the familiar faces who used to be with us are not with us to day. I can recall Dr. Peet and Dr. Gillett and Dr. Noyes. Some of these are in enforced retirement, and I think you will agree with me that we should send them the greetings of the convention and wish them a prosperous and happy old age. I am sure that they are with us in spirit this afternoon if not in person. We have some of the old guard left, and I know that you will join with me in wishing that the old guard may be with us for many years to come.

I am glad to say that the programme outlined for this convention will be both entertaining and instructive. We shall

have learned papers and animated discussions. I am sure, also, that the social part of this convention will not be overlooked. I was young myself once, and I do not ever want to be more than 49; and I remember the little corners in the institutions where we used to meet for social chats. Marriages, it is said, are made in heaven, but I am reliably informed that the preliminary arrangements are often commenced at the institutions. [Laughter.]

If you will pardon me I want to tell you another story. There were twin deaf girls at our institution for seven years. They looked so nearly alike that I could not tell them apart. These girls were continually getting mixed up, and sometimes when we punished one of them the other took her place. One of the boys of our institution fell in love with one of the girls, but he did not know which one. He met her in the corners of the institution, but the other sister managed to have her sent upstairs and took her place. The young man could not tell the difference, and the other sister reported her to me. I said to her, "Did you not think that it was wrong to meet this young man under the circumstances?" She said, "I did think so, but I was a little late in thinking about it, and I will do better the next time." [Laughter.]

Then I said, "What did the young man do?" And she said, "He took hold of my hand and kissed me." And then I said, "What did you do?" And she said, "Well, I did not do anything; I was patient." [Laughter.]

I was impressed with what Superintendent Clarke said in regard to the success of our pupils who have gone out from our institution. Last summer I wrote to all of my old pupils, and I received letters from them breathing the spirit of love for all those who had helped them while at the institution. I have already taken up too much of your time, and I must hasten. You have a great country, and it has grown much greater since that little fracas in Boston Harbor. You have seventy millions of people and we have only six millions, but we are growing, and expect to grow faster in the future. Although we are small in numbers now, we are proud of the Empire upon which the sun never sets, and which is presided over by the good Queen Victoria, the wisest and best ruler that ever sat upon a throne. [Great applause.] She is a good woman in every respect, and honored and revered by every nation under the sun.

The British Empire is three times the size of Europe, and has treble the population of Russia. Its extent is 11,000,000 square miles, and it has 691 times the area of the United Kingdom. It occupies one-fifth of the globe, and contains one-fifth of the human race, or 350,000,000 people. This is our country. Her army is large, and her navy—well, it is very much better than that of Spain. [Laughter.] Your people are our people, and we are one. We are one in thought, and we are one in aspirations. We are the only people who understand what civil and religious liberty means. In your present difficulties you have our British sympathies against the cruelties of Spain. [Applause.] There is a tide of good feeling running between the two countries and uniting them. In a few days there will be a commission of business men to settle all the little disturbances that may exist between the United States and Canada. I know that it is your hope that it will be successful, and I am sure that we hope that all these petty differences may be satisfactorily adjusted. There is nothing that ought to stand in the way of our becoming a united people. Then we can stand shoulder to shoulder in the cause of truth and justice and deaf-mute education. [Applause.]

We are friends, and we should ever be friends. We are imbued with the same spirit and we are working for the same ends. Our friendship should be united in an Anglo-Saxon alliance that would be supreme in peace and invincible in war. [Applause.]

I now thank you again for the welcome, and hope that this meeting will be as successful as those in the past have been. In behalf of the delegates from Canada, I promise the governor and Superintendent Jones that we shall take advantage of all the courtesies extended to us.

The president introduced Superintendent W. H. Addison, of Glasgow, Scotland, saying that the convention was broad enough and liberal enough to embrace the whole world, and expressing great pleasure at the presence of a representative from Great Britain.

#### ADDRESS OF SUPERINTENDENT W. H. ADDISON, OF GLASGOW.

Mr. Addison spoke as follows:

Your Excellency, Superintendent Jones, Mr. President, and Fellow Teachers: Although I am no orator, as Brutus is, yet I take great pleasure in appearing before you to say a few words

and to thank you for the very cordial welcome that you have extended to me in this country. I esteem it a very great honor, indeed, to be permitted to address a convention of American teachers of the deaf assembled in this great and grand State of Ohio.

In coming to this large and splendid country, I feel that I have not come to a foreign one. Things, indeed, to some extent, seem a little strange, but there is a strong familiarity about the scenery and about the dwellings and about the people; so much so that I can hardly realize that the broad Atlantic divides me from my home.

We in Great Britain have many things in common with you people of America. In the first place we have our common language, which I am glad to say is being extended and also being improved by many expressions which are being coined on this side of the Atlantic. These expressions have been brought about in order to express new thoughts, new desires, and new wants which your civilization requires. Then, again, we have our common literature. To begin with, we have the Bible, that grandest book of all books, handed down to us from England, and then we have that greatest of all poets, Shakespeare. These are gifts which England has given not only to this nation, but to English-speaking people everywhere. I think that these two gifts will never perish while the English race exists. Then, again, we have our common love of liberty. A great many people think that when you cut yourselves adrift from our country that you were inflicting a great blow upon us, but it seemed that that revolution of yours, which seemed to strike such a heavy blow, has proved a great blessing to the democracy of Great Britain. It seemed that the liberty for which you aspired and which you achieved inspired the common people of England and Scotland to strive for larger liberty at home. We have also a common sturdy independence. Our Anglo-Saxon forefathers, who were wise and trusted not only in Providence but in a strong right arm to make a path through the world, were the same.

It has been said by one of our greatest thinkers that the great ruling force that moves the world is an idea, and that ideas rule and govern the world. That I believe to be true. I have shown you that we have many ideas in common with you. Recent events seem to show and to prove that the two great nations of the English-speaking race are drawing



closer together. Such is the prayer of every true Briton and every true American who loves his country. [Applause.] But there is a special cause and a special idea which draws us who are teachers of the deaf together, and that of course is the education of the deaf. The great cause of the education of the deaf is advancing in common with the great cause of education in general, by leaps and by bounds. I want to say for Scotland that it was always a great country for education. Scotchmen are proud to say that Scotland provides the brains for the British Empire. I was very much surprised to find that Scotland also provides brains for the Ohio institution. [Laughter.] But we in England have long looked to America as our example in the education of the deaf. There is no doubt in the minds of those who know the facts that America is in advance of us, but at the same time we are not going to sleep. In coming over here I was talking to some Americans coming from our country, and some of them thought that we were asleep.

We have a law that every child in Great Britain between the ages of 6 and 17 shall go to the proper school, and there is no excuse for staying away. It is my strong belief that the teacher makes the school. I do not care what kind of fine places you may have. I am told sometimes to see what fine buildings you have here and what accommodations you have for carrying on the work. But it is not fine buildings; it is the teacher who makes the school, and upon whom will depend the character of the pupil.

I have heard since I have been here that there is a tendency in America to cut down salaries. I think that is a mistake which we are not making. In the past our salaries have been miserable, but there is a satisfactory improvement from year to year, and we hope to be on a par with what you do in this country for the deaf.

We teachers in Great Britain three years ago formed an association much in the same way that you are banded together. We meet annually for the transaction of the necessary business pertaining to the association, and every two years we hold, what is called on the other side of the water, a congress, at which papers bearing on the general subject of education are presented and discussed. Our first congress was held at Glasgow, and we were greatly honored by the presence of several American ladies and gentlemen, teachers and clergy-



men, among whom was our esteemed president, Dr. Gallaudet. The attendance of these ladies and gentlemen at our meeting was esteemed by us very much, and when the invitation came from your executive committee for us to come over here, I determined to come if possible. Our annual meeting was held last week and at that meeting the following resolution was adopted, and I was appointed to bear it to the American association of teachers of the deaf. I will read it to you:

THE NATIONAL ASSOCIATION OF TEACHERS OF THE DEAF.

*Greeting to the American Teachers of the Deaf:*

This annual general meeting of The National Association of Teachers of the Deaf of Great Britain and Ireland, assembled in London, July 9, 1898, desires to forward a hearty greeting to the Convention of American Instructors of the Deaf, about to be held at Columbus, Ohio, U. S. A.

It was with feelings of great satisfaction that we received the message of fraternal greeting sent by the American teachers of the deaf to the British teachers, and which was so ably presented by Dr. E. M. Gallaudet at our conference at Glasgow last year.

On that occasion the interest and value of our proceedings were materially enhanced by the presence of several American colleagues, and we are pleased to know that we British teachers will have the honor to be represented at your convention.

We trust that the convention may be highly successful, and that it may still further advance the cause of deaf education, which has already reached such a degree of excellence among you.

Finally, we desire to express to every American teacher the heartiest good will, and the hope that you may long prosper in the work to which you are so devoted.

Signed on behalf of the National Association of Teachers of the Deaf of Great Britain and Ireland:

RICHARD ELLIOTT, *Chairman.*

EDW'D TOWNSEND, *Vice-Chairman.*

W. S. BESSANT,

FRED'K A. DRISCOL,

*Honorable Secretaries.*

The president next called upon Dr. Warring Wilkinson to respond to the greeting of Ohio in behalf of the Pacific coast.

ADDRESS OF DR. WILKINSON.

Mr. Chairman, Ladies and Gentlemen, and Fellow-Workers: The weather was very warm when I arrived here, but it became much warmer when I was told that I would be expected to make a speech this afternoon. The meeting of many old friends since my arrival and the forming of new acquaintances is not conducive to speechmaking. It is not often that I

regret my choice of profession, but this afternoon I have a feeling akin to regret that I was not bred to the pulpit or the bar or some talking profession, in order that I might have the facility of expression which should enable me to speak to you in a manner that would be worthy of the occasion.

It gives me great pleasure, indeed, to be with you. On the whole I am glad that I have not been bred to one of the professions to which I have just referred, for if I had been in all probability I should not have had the opportunity to make these friendships, which have been the joy of my life. I am quite content that it is as it is. I would rather have my poor speech with your friendship than to speak with the tongues of angels and lack your friendship. I have come thousands of miles to attend this convention. I bring my greetings and the greetings of the people whom I represent. You have their sympathy in your work.

At one time it was doubtful whether I should bear these messages to you. I have had a hard year, and have had to endure much physical pain. I thought for my own benefit I ought to go to the mountains fishing, and the thought of it was very attractive to me, but, as the time approached, I could not bring myself to think of not seeing you. I wanted to see and talk with those who are growing gray in the service. I wanted to see and to press the hand of those who are beginning the work, and upon whose shoulders it must soon rest. It seemed strange to me to hear the allusions to our venerable friends and the old guard. In some respects I may be called one of the old guard. I have been forty-one years in this work. I do not consider that I am old. In some respects, at least, I am not old in feeling. If you had seen me shinning up a tree or getting my line in the water, you would not think so. My illness caused me some misery, but I have recovered from it. In some respects I do feel old, but it is the infirmities of life. In some respects I feel like an old Abbot. In that respect I do feel my years. I wish I had forty years more to throw my energies into this work. It is a work that I love. I have thrown all my energies into it in the past and shall continue to throw all my energies into it in the future. Upon the younger members of the profession I want to urge that you increase your interest in the work. I am sure that you will feel how much there is to do and how little there has been done.

I do not know that I have said anything as yet in response to the words of welcome which we have heard this afternoon. I know that Superintendent Jones expresses the sentiments of Ohio when he assures us of the welcome of his State, and I know that he is glad that we are here. I had the pleasure of entertaining this convention in California once, and I lay awake for two weeks to find out how to entertain and to devise ways in which I might entertain them better. I am sure that the entertainment of this convention brings to you many responsibilities and worries, but you will enjoy having it here. I trust that the convention will be the greatest of all our conventions and that it will be a great benefit to the great work in which we are engaged. I hope and trust that nothing will occur during our sessions that will mar that peace and harmony that has always existed among us and that has always characterized our conventions.

From my door on the Pacific slope I can look out and see the ships carrying the soldiers to war. Our country has taken up the sword in defense of justice and humanity, and we feel proud of it; yet it is pleasant to retreat from these present notes of war and come here to organize another campaign, a campaign against ignorance and prejudice. If we do our duty as good soldiers, we may feel, with the poet, that "Peace hath her victories no less renowned than war."

I thank you again for these words of welcome, and trust that we shall have a pleasant as well as a profitable session of this convention.

The president then introduced Dr. E. E. White, ex-Commissioner of Education of Ohio, who addressed the convention as follows:

ADDRESS OF DR. E. E. WHITE, EX-COMMISSIONER OF EDUCATION.

Mr. President and Friends: I have not the good fortune to represent the State of Ohio officially on this occasion, but in the deeper sense, in which I represent all of the States as one who has devoted his life to the improvement of the schools of this State. I saw the light from a window cut in the primeval forest, and I have seen the State come up until she is honored throughout the world. But the progress which most gladdens my heart has been the progress which has been made by the children of this State and this institution. I was seated on this platform when this building was dedicated in

1863. We were not so fortunate on that occasion as to have the lieutenant-governor, but we had the pleasure of listening to the Hon. Samuel Galloway in such a speech as he only could make. So on this platform on that memorable night he dedicated this building to this great work. For fifteen years I resided in this city, and I had a very close relation with this institution.

I recall this afternoon with great sadness, as well as great joy, the three men that stood at the head of this institution during that fifteen years. The first of these was Collins Stone, of blessed memory ; and then came Superintendent Weed, and he was followed by Dr. Fay. All three of them were men of great reputation in the education of the deaf, and they advanced this institution. In 1876 I left Ohio to take charge of a university in another State. If I remember rightly, I think this institution then ranked second only to Hartford. This was the judgment of men generally, and I was proud of this fact. During the fifteen years I was away from the State of Ohio I was saddened to learn that the political parties were looking upon such institutions as a part of the party rewards, and as each party had its little reign there came a change in the superintendency of these institutions. When I returned to Ohio, I found these two noble institutions discouraged and not in the healthy condition they were in 1876.

The politician had done his work in these institutions. The result of it was that they were weakened in power, for no man can learn the art of teaching deaf children in a year. It is difficult to teach children with all their faculties, but when you come to teach a child with one window of the soul closed you have still greater difficulty. It is almost the same as if you had another race of beings to instruct. I am in hope that the best men in all the political parties have agreed that these great institutions of ours shall not be crippled in any way by changes for political reasons.

When I moved back into the State of Ohio in 1892, I went to the governor and I said, I plead for the deaf children and for the blind children of the State of Ohio, and that the only thing that should be considered in the conduct of these institutions should be the good of these children, and that no other question had any right to consideration. I was glad to find that the governor was in full accord with this idea. I have the hope and I have the confidence that the men that manage

these institutions will remain firm in the discharge of their duty. If either political party shall put its hand on either of these institutions, I have a voice and I will use it and speak out for these institutions. I have devoted now the best part of forty years to the improvement of American education, and while I was superintendent of schools I believe I was officially related to the schools for the deaf and the blind. I used my official position to encourage and improve these institutions.

From that day to this I have watched the progress of these schools. I tell you no secret when I say that in no department of education has there been greater progress made than in the education of the deaf and the blind children.

I believe that this progress is hopeful, and that we shall bring to these children something which will in a measure at least compensate them for their loss and by which they shall get something that will be of benefit to them. The child is not for the school, but the school is for the child. Method is not to be imposed upon the child, but the method is to be derived from a knowledge of the child in order that the child may come into the gift of knowledge and power.

We aim at least to make the soul of these children equal to the souls of those children who have no such defect. We believe that the teachers in these institutions are making rapid strides in preparing these children for higher usefulness in the world.

The superintendents have protested against these institutions being called asylums, and they have dropped the idea that these institutions are charities. We have learned, at least, that every child that is born into our liberty has a right to education, and standing by the cradle of the child are three agents, joining to form a triple alliance, to help that child into manhood and power.

These three agents are the family, the community, and the State into which he is to take citizenship. The property of the State, every dollar of it, is under mortgage, and under first mortgage, too, for the education of every child born into this liberty. This is true, because the State is vitally interested in the outcome of that child's life. The State is not interested in the education of that child as a charity, but it has a self-interest, an obligation, and a duty.

That child has a right to ask the State for an education, not as a charity, but as a birthright which it inherited when it was

born into the world. We hear so much said in this day and age about human rights and about the rights of labor and the rights of capital, but how little we hear about the one fundamental right, which is the conservator of all other rights.

The right of childhood is the conservator of every other right in this world. When our Savior would teach the world a great lesson, he took a little child and set him in the midst of them and said, "Except ye become as this little one, ye can not enter the kingdom of heaven." This was an object lesson, not only in Christianity but in civilization. In the center of our civilization is a little child.

Take wise and loving care of that little child, for by that care all human interests are secured. Neglect that little child, and by such neglect all human interests are placed in jeopardy.

The deaf children stand in this relation, with rights as sacred, obligations as binding upon the State and the community, and with interests as vital as the hearing children.

The State of Ohio recognizes the right of all children to have an education, however born into this liberty. So the educators of the deaf and the blind are truly, then, but the teachers of the public schools, upon whose success depends the public good and safety and glory of this country. As we see that every child that comes to manhood is prepared to meet the obligations of citizenship, to that extent we make the liberty of this country secure and perpetual.

I thank you for this kind invitation to be with you on this occasion. I have been away since June, teaching teachers, and I am home for a short stay only. I want to say that we appreciate your efforts, and bid you godspeed in the work in which you are engaged.

Dr. Gordon then announced the meetings of the different committees, after which the convention adjourned till 9 o'clock Friday morning.

SECOND DAY.

FRIDAY, July 29.

MORNING SESSION.

The meeting was called to order at twenty minutes past 9 by the President.

After the doxology prayer was offered both in the sign language and orally by the Rev. Dr. De Motte.

Mr. Dobyms moved the appointment of Mr. Odebrecht, of Ohio, and Mr. Hall, of Washington, as assistant secretaries. The motion was seconded and carried. The roll of members was then read by the treasurer, Mr. J. L. Smith. The president made a few remarks, setting forth the conditions of membership in the convention, both active and honorary, and urging all teachers and active workers in the education of the deaf to join.

At the request of the president, the secretary read the following letters from absent members and from those unable to accept the invitation to be present:

ILLINOIS GENERAL AGENCY,  
CONNECTICUT MUTUAL LIFE INSURANCE COMPANY,

July 26, 1898.

MY DEAR SIR: I wish you would say to my former colaborers that "circumstances over which I have not sufficient control" are alone responsible for my not being able to meet with you and them.

This is the first time in nearly twenty-five years I can not claim membership in the convention of American Instructors of the Deaf. It seems strange indeed to think that I am not to-day speeding away to Columbus, but the Fates have otherwise decreed.

My "first convention" was held at Columbus, and I believe I have attended every one since that time, as well as several conferences of superintendents and principals, and the first convention of articulation teachers, held at the Lexington avenue (New York) school. If I had my desires completely met, I would to-day be with you all, as of yore. But as that is not to be, I beg the privilege of this poor manner of representation, and, for the moment, of reverting your minds to my humble self. Allow me also to express the hope that the convention this year (as it certainly has been in the past) will be fraught with all that is good and encouraging in the work that is dearest to so many noble lives.

Trusting that I can say, certainly, "auf Wiedersehen," I am,

Cordially yours,

S. T. WALKER.

DR. EDWARD M. GALLAUDET,

*President American Instructors of the Deaf,*

*In Convention at Columbus, Ohio.*



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MONUMENT BEACH, MASS., *July 26, 1898.*

MY DEAR DR. GALLAUDET: I thank you very much for your kind note, and regret to write that I must lose all the meetings arranged for this summer.

My sister is gaining in strength, but needing my presence.

With every good wish for the convention,

I am, sincerely yours,

SARAH FULLER.

OMAHA, NEBR., *July 25, 1898.*

MY DEAR SIR: I regret that I can not be with you at the convention. I expected to go up till this morning, but I find that business matters over which I have no control or choice render it imperative that I shall remain in Omaha this week. I hope you will have a pleasant and successful meeting. I know you will. I shall think of the good people I have met in the convention for the last quarter of a century with the deepest feelings of regard and love. We have had a convention of the educators in the trans-Mississippi region, and I had the pleasure of arranging a programme on behalf of the deaf and blind. I hope we were able to do the cause some good.

Hoping that you may have an excellent meeting, and regretting my inability to be with you, I am, sincerely yours,

J. A. GILLESPIE.

DR. E. M. GALLAUDET,

*President, Columbus, Ohio.*

BERKELEY, *July —, 1898.*

DEAR FRIENDS IN COUNCIL: The frontispiece of Mark Twain's latest volume of travels portrays the genial humorist as sitting solitary by the taffrail, gazing abstractedly out over the "vasty deep," while below runs the legend, "Be good, and you will be lonesome." Whether Mr. Clemens presents this sentiment to the confiding public for what it is worth as a sample of "Puddin' head" wisdom self-applied, or intends it as a bluff to humanity at large struggling toward things higher, we are left to surmise. An absentee through force of circumstances from your deliberations, the undersigned, while confessing to a sense of "aloneness," has not even the assurance of our taffrail philosopher that, on the principle that it is a poor rule which does not work both ways, being "lonesome" he is therefore "good;" for he feels he would be better with you amid the familiar surroundings of the Ohio Institution, which, while "lost to sight," are still "to memory dear." That your proceedings may be harmonious and your discussions fruitful of benefit to the profession in general is his earnest hope. Teaching as we do in special lines, and left, as in many cases we are, to our own devices as individual instructors, we need, however excellent our methods, to keep in touch with each other and with the rank and file of educators about us. Such being our attitude, let our teaching have for its prime object and highest aim the restoration to society, as far as we may, of those whom misfortune tends to isolate. Assured then of the sympathy and cooperation of every lover of humanity in this our chosen work, the dictum of "Mark" must, in our case at least, stand disproved, and being "good" we need not be "lonesome."

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Lest I seem however to threaten you with a "paper" in the guise of a greeting, I sign myself,

Fraternally yours,

CHARLES STRONG PERRY.

HARTFORD, CONN., July 27, 1898.

MY DEAR SIR: Circumstances which I can not control, and which I very much regret, render it impossible for me to attend the coming convention of instructors at the Ohio Institution. The week's sojourn in the house would revive memories innumerable and priceless. Every echo would call up scenes and events intimately connected with the history of the Ohio Institution.

Wishing you a pleasant, prosperous, and profitable session,

Sincerely yours,

G. O. FAY

J. W. JONES, *Superintendent.*

MARYLAND SCHOOL FOR THE DEAF,

Frederick, Md., July 27, 1898.

DEAR SIR: I regret very much that I can not be present at the convention which assembles this week at the institution over which you preside. I regret the loss of this opportunity to meet old friends and collaborators, and to engage with them in the consideration of those questions which we have so much at heart.

I regret my absence the more in view of my delightful recollections of the Ohio Institution and of the people of Columbus when I was on the teaching staff of the school.

Please give my hearty greeting to the members of the convention, and my best wishes for the success of the meeting.

Yours very truly,

CHAS. W. ELY.

Mr. J. W. JONES,

*Superintendent Ohio Institution for the Deaf and Dumb.*

LETTER FROM THE MEXICAN MINISTER.

ATLANTIC CITY, N. J., July 13, 1898.

DEAR SIR: Referring to your esteemed letter of the 11th of last April and to my answer of the following day, both relating to the invitation made to the instructors of the deaf in Mexico to attend the Fifteenth Annual Convention of American Instructors of the Deaf, to meet at Columbus, Ohio, on the 28th instant, I regret to inform you that I have received an official communication from my Government stating that, owing to the fact that the number of professors at the institution for the deaf and dumb at the City of Mexico is very limited, and that no one can be spared at present without great inconvenience to the institution, none of such instructors can attend the convention, a fact which they very much regret, as they fully recognize the importance of said meeting and the many advantages that will result therefrom.

I am, sir, very truly yours,

M. ROMERO.

Dr. E. M. GALLAUDET,

*President Columbia Institution for the Deaf and Dumb,*

*Kendall Green, Washington, D C.*

VICTORIA ROAD, MARGATE, *July 13, 1898.*

DEAR DR. GALLAUDET: I am writing to express my great regret at being unable to meet you at the convention in Ohio this year, as I hoped I should have been able to do. At the end of a long and exhausting session a trip across the sea and a mingling with your enthusiastic workers in our cause must have been both physically and mentally exhilarating, and I should have much enjoyed it, but circumstances are still against me.

I can only hope that your meetings will be as useful to the work of deaf-mute instruction as I am sure they will be pleasant to those who participate in them. At the present time, when we seem more and more to realize that we all belong to the common stock of the great English-speaking race, the feeling of national brotherhood, now so strongly felt in identical, or nearly identical, ideas in religion, liberty, politics, and philanthropic work, should link us in common action for the advancement of the work to which we teachers in America and Britain have devoted our lives. Your example has, more than anything else, stimulated us in this old country to endeavor to reach a high and satisfactory point in the education of our deaf.

With kindest regards, I am, yours very truly,

RICHARD ELLIOTT.

Dr. GORDON. I want to say in connection with these letters of regret, that I desire to express the regrets of Dr. Gillett. We all know he would have been here if possible. He is in feeble health, and it was utterly impossible for him to be present. He sent his best wishes for the success of the convention, and his personal regards to his old friends. I see him almost every day. He is exceedingly feeble, but he is constantly attended by that great solace which carries so many men through the difficulties and hardships of life. He sends his loving regrets to you all.

Dr. WILKINSON. I also bring the greetings of Dr. Peet. As you all know, he has been identified with the instruction of the deaf from his youth; in fact, almost from the beginning of the New York Institution. He regrets exceedingly that he can not be here, and I think, Mr. President, it would be a gracious and proper act for this convention to express in some way their sentiments in regard to the nonattendance of Drs. Peet, and Gillett, and Noyes.

Mr. TATE. Mr. President, I want to say a word in regard to Dr. Noyes. I wish to inform you that I have the honor to bring you his greetings, and to say that his life is a happy one. He takes a great interest in the welfare of the school.

He visits us occasionally, and I know no man in honoring whom this convention would honor themselves more than they would in honoring Dr. Noyes. I want these greetings sent.

Mr. CONNOR. Mr. President, I desire and think it proper that we have a resolution in the form of a letter to this old guard, expressing to them our best wishes for their future welfare. I am sure that such a letter would be highly appreciated by them, and I am sure we owe it to them in recognition of their past services.

Mr. F. D. CLARKE. I want to say a word in regard to these letters of regret and the resolutions of response. One of these gentlemen is my father in our profession, and I know that a telegram sent to him would bring a feeling of joy and gladness to his heart. Therefore I second the motion with the amendment that it be a telegram instead of a letter.

The amendment was accepted.

Dr. FAY. Mr. President, I suggest that the name of Samuel Porter be added to this list to whom we send congratulations. Professor Porter is 88 years of age, but he is still deeply interested in the cause of the education of the deaf and the work in which this convention is engaged. He was not able to attend this convention, but I know he would be pleased to be remembered by us.

Dr. GALLAUDET. I want to speak of the letter addressed to the chairman of the section from Mr. Dudley, of Colorado. He is not one of our oldest members, but he writes in this letter that he can not be here on account of ill health. It might be proper to include his name with that of the four members already suggested by you.

Dr. Latham's name was also added, and following still another suggestion, it was finally voted to send this telegram from the president and secretary to the above-named gentlemen:

The American instructors of the deaf, assembled in the fifteenth meeting of the convention, beg to tender their regrets at your inability to take part in their proceedings, and to express the hope that you may abundantly enjoy the blessings of Him who works all things together for good to them that love God.

E. M. GALLAUDET, *President*.

J. R. DOBYNS, *Secretary*.

Mr. CONNOR. I want to say a word in regard to the speaking. I think these teachers become so accustomed to speaking in an undertone that they do not realize the size of this hall. We can not hear them here. I suggest they raise their voices even at the risk of deafening somebody a little.

Mr. JONES. I desire to announce that we receive mail twice a day. Call at the office and get your mail. There are displays of exhibits of school work on each side of this building.

I hope you will all find an opportunity to look at them. There is work from the Chicago school that I know will interest you. This evening we have arranged to take you a car ride to Olen-tangy Park and over the city. We expect all of you to go.

Mr. Caldwell, as acting chairman of the committee on normal work, made announcements as to the programme.

Mr. Cloud moved that a committee of three be appointed by the president to select interpreters for the meetings. Carried. The chair appointed Mr. Cloud, Mr. Chapin, and Mrs. Balis.

Then followed the address of the president.

#### ADDRESS OF PRESIDENT GALLAUDET.

The members of the Convention of American Instructors of the Deaf are to be congratulated on the assembling of the convention for the first time as a complete legal organization.

With a history covering forty-five years of a more or less disconnected and informal existence, without charter, constitution, or permanent by-laws, the convention, at its fourteenth meeting, so called, held at Flint, Mich., in July, 1895, adopted on the 5th of that month a constitution in accordance with the terms of which it was to continue. Three days later the convention adopted a resolution authorizing the standing executive committee "to prepare and file proper articles of incorporation under the laws of any State or district as it may elect."

Considering the very broad field as to membership, which the convention was certain, ultimately, to cover, the committee concluded that incorporation by a special act of Congress would be more appropriate and desirable than by the authority of any State. Accordingly a bill approved by the committee was introduced into Congress early in the regular session of 1895-96. An account of the progress of this bill, of the valuable assistance rendered by many friends, and of its approval by the President, January 25, 1897, was published in the *Annals* for February of that year.

The charter so granted by Congress, a copy of which will be communicated in the annual report of the standing executive committee, contains unusually liberal provisions. No limitation is set as to the amount of property the corporation may hold nor as to the period of its existence, nor yet as to the places where its business or other meetings shall be held.

But the most important feature of the charter is the recognition by Congress of the probable value to the public of the

proceedings of the convention in the requirement made in the last section of the act that the association shall report to Congress "such portions of its proceedings and transactions as its officers shall deem to be of general public interest and value concerning the education of the deaf."

The establishment by this means of official relations between the convention and the Congress of the United States can not fail, as time goes on, to prove of great advantage to the former.

In the progress of the general work of the education of the deaf in the United States during the past three years, much occasion for satisfaction is to be found. In 1894 the estimated value of the buildings and grounds of 55 schools reported was \$10,779,000. During the three years following \$1,044,919 were expended on permanent improvements.

The number of schools of all classes is now 95, with 11,424 pupils in 1897, as against 82 schools with 10,027 pupils in 1894.

In 1894 there were 784 instructors employed, or one to 12.7 pupils. In 1897 there were 1,188 instructors, or one to 9.6 pupils. In 1894, 32 per cent of the teachers employed were men; in 1897, 37 per cent were men. In 1894, 4,802 pupils were taught speech, or a very small fraction under 48 per cent. In 1897, 5,498 were taught speech, or a trifle over 48 per cent.

It is worthy of notice in this connection that in November, 1894, there were in the pure oral schools of the country 869 pupils, or 9.8 per cent of the whole number, and in November, 1897, in the schools of the same class, there were 963 pupils, or 9.8 per cent of the whole number in school at that date.

It will be remembered by many that a little more than a year before the last meeting of the convention, the managers of the school for the deaf in Portland, Me., decided to abandon the oral method and adopt the combined system. The results of this change have been looked for with interest by many, and it is worthy of note that in the last number of the *Annals*, for June, 1898, an outside observer, resident in Portland, makes some pertinent observations which seem to justify beyond all question the wisdom of the change. Another school, originally established twenty-five years ago as an oral school, and so continued up to last year, is now reported as under the combined system. This is the German Lutheran school, in Michigan.

And in still another oral school, one of the oldest and largest in numbers, a state of affairs has been recently disclosed, the significance of which can not be misunderstood.

It is no secret that a serious loss in the number of its pupils led its managers to look carefully into the results of the method which had been followed in this school since its establishment in 1867. They also sent committees to examine other schools following methods differing from theirs, the result of all which has been the openly expressed determination on the part of prominent and influential trustees to secure a broadening of methods that shall be in harmony with a provision in the by-laws of the institution which was adopted at the organization, but has never been carried into effect. This by-law declares one of the objects of the society to be "to introduce the articulate method as practiced in Germany by the establishment of an institution based upon the eclectic system."

In several schools substantial advances have been made in the standard of scholarship their pupils may attain, evidence of which is given in thorough preparation of candidates for the freshman class of the college at Washington.

The institutions of California and Ohio deserve to be named in this connection, and to the latter especial credit is due for the establishment of a high-school department in which pupils not intending to enter college may secure more extended training than heretofore. It is to be hoped that the example set by these progressive schools may be widely followed.

The schools of our sister country, Canada, have not increased in number since 1894, nor has the number of their pupils been greatly enlarged, her 7 schools having 820 pupils in 1897 as against 807 in 1894; but the number taught speech has been enlarged from 257 in 1894 to 351 in 1897, and the number of teachers has grown from 75 in 1894, or 1 to 10.7 pupils, to 126 in 1897, or 1 to 6.5 pupils.

It is understood that the schools of the Dominion are doing excellent work in all departments.

With so many occasions for satisfaction with the condition of the education of the deaf in our country and Canada, it is a cause for the deepest regret that a policy is prevailing in the management of certain schools in the United States which is open to the severest criticism, and which, if continued, can not fail to lead to the most disastrous consequences.

In these days, when the best public sentiment is strongly arrayed against the spoils system in the public service, and



when the National Government has accepted the principle of a permanent tenure of office during good behavior in all its departments, it is hard to believe that schools for the deaf in many of our States can have been allowed to become the prey of corrupt politicians. But since this is true, with most flagrant instances occurring since the last meeting of the convention, it would be criminal neglect to allow the present meeting to pass without an earnest protest against the recurrence of the wrong. Before discussing this important subject, which is also a delicate one, for reasons which will presently appear, I wish to disclaim all personal reflections in undertaking to point out the evils of a pernicious system. For there are gentlemen here present who command my highest personal and professional esteem, the manner of whose induction into office has my unqualified condemnation. Some of these, and notably one whom I need not name, but with whom we all come into pleasant and intimate relations at this meeting, have shown ability and fitness for their work to such a degree, and have labored so assiduously to supply the lack of professional knowledge with which they entered upon their duties that we can have but one wish for them in the future, namely, that their appointment may stand as the last act of spoilsmen in connection with schools for the deaf in their respective States. And I think I do not speak inadvisedly when I say that these men would be quick to condemn, were their opinion asked, the system under which they came into their present positions.

The claim of the politicians in this matter is one of some plausibility, but its weakness can be easily shown.

They argue that for the administration of the affairs of a great establishment like a school for the deaf, the management of its finances, the purchase of its supplies, the selection of its officers and agents, the presentation of its interests to the public and to the legislature, no special training in the "art of educating the deaf" is necessary. It will be sufficient, they claim, to have a principal of the intellectual department who is skillful in the specialty, and he can direct the work of the schoolrooms.

Although in certain cases such an arrangement, under exceptionally favorable conditions, may have saved a school from disaster, and even attained a fair measure of success, I am confident no one who has had a year's experience as either superintendent or principal under these circumstances will say that the system is an ideal one. For surely a superintendent

ought to be able to judge for himself whether his teachers are competent for their work or not. He ought to be able to step into any class room and determine whether the teacher is working to the best advantage and with the best methods or not. He ought to be able to communicate freely with every pupil, to understand at first hand any complaint that may be brought to him, to settle disputes between pupils, to act often in a judicial capacity, taking his evidence directly from witnesses and culprits without the need of an interpreter. And the official head of a school ought certainly to be able to address the pupils in a body, in a manner and with a fluency and clearness equal to the style of his best teachers. He ought also to be able to speak intelligently to visitors and to the public of the methods employed in educating the children under his charge. In short, to place a man at the head of a school for the deaf who is not an experienced specialist must either degrade and belittle the profession into which he is thrust or hold him up to the just ridicule and scorn of an intelligent public as a charlatan.

More than in any previous period in the world's history is the present the age of specialists. In the law, in medicine, in mechanics, in education, in business, in the arts, the work of the world is more and more divided up and placed in hands specially drilled and guided by brains specially trained to do certain definite work. And in no line of human effort is the law of specialization more entitled to respect and observation than in the training of the deaf. A proper regard for this law ought, without any other consideration, to be sufficient to deter any State official from laying the ruthless hand of the spoilsman on a school for the deaf. But there is another reason scarcely less important why none but experienced educators of the deaf should be placed at the head of schools for their benefit.

It is not considered base for a young man to be ambitious to rise in his profession. The private soldier may hope for the day when his shoulders shall be adorned with epaulets; the young lawyer may dream of wearing the silk robe of the Supreme Court justice; the youthful rector may aspire to don the bishop's lawn; the tyro in medicine and surgery may have as his aim the conduct of a great hospital, and the fame and wealth to be derived therefrom; the young tutor may look forward to the time when a college presidency may be his, and

the humble clerk may encourage himself with the reflection that many, beginning where he is, have become railway magnates, money kings, and merchant princes.

But how is it with teachers of the deaf in States where the spoils system prevails? What inducement has a young man of spirit and ability to enter a profession in which he has nothing but the insecure position of a subordinate to look forward to? In the work of educating the deaf it is not only important that persons of more than average ability should be secured as teachers, but such persons should be retained permanently in the profession, and this certainly can not be done if the rewards to ambition common to all other professions are in this turned over to the henchmen of political bosses. Of the depressing effect of the existence of the spoils system, even in a few States, upon young men having recently entered, or being about to enter the profession of educating the deaf, I can speak from personal knowledge, for it has been my privilege for the past seven years to have somewhat to do with leading twenty-five or more educated young men to prepare themselves in the normal department of the college at Washington for the work of teaching the deaf. Often in conversation with these young men was the subject of political patronage alluded to, and it was easy to see that the profession into which they were about to enter lost favor in their eyes because of this blemish; and it is true that a number of these carefully trained young men made the teaching of the deaf nothing more than a stepping stone to some other profession, in which their natural ambition might hope for reasonable fulfillment, and the profession they relinquished was seriously the loser from their leaving it.

It is not necessary before seeking the remedy for this great evil to make more than a passing allusion to the considerations, which indeed have become household words everywhere, that may be justly urged in favor of civil-service reform in general.

None can be found in these days outside of the circle of political rings who deny the iniquity and baleful influence of the spoils system, and if this be admitted in regard to the public service generally much more strongly must its application to specialties, like the education of the deaf, be condemned. What, then, shall be the remedy and how shall it be applied? But before answering these questions it may be of interest to know just where this reform is needed, and there can certainly

be no harm in naming the States that have transgressed in this matter since the last meeting of our convention, for they are all large enough and old enough to have known better. And these are the States in which, since 1895, appointments of superintendents of institutions for the deaf have been made in the interest of the dominant political party: Ohio, Texas, Florida, Virginia, West Virginia, Nebraska, Kansas, and Illinois, the last-named State being the only one in which an experienced educator of the deaf was appointed. In the face of this dark picture of wrongdoing, it is encouraging to be able to point to a State which, having served the false gods of patronage for several years, has turned from its idols, set up an altar to the merit system, and has placed on its statute books laws that remove its schools for the deaf from the arena of politics forever. I have pleasure in naming Indiana as the State furnishing this noble example, and I venture to hope that those wayward sisters which in the past have followed the bypaths with which Indiana was once familiar will not be slow to keep step with her in the better way she has chosen. The remedies of the spoils system, as connected with schools for the deaf, are not far to seek. First, public sentiment should demand of State officials that the management of such schools should be strictly nonpartisan. Second, to insure this, legislative enactment, or, better still, constitutional provision, to this end should be secured; and along with this reform another may be mentioned for which there is need in certain quarters. It is greatly to be deplored that certain State legislatures have lately applied the screws of economy to the salaries of officers and teachers in schools for the deaf. It is hard to believe that such a measure would be demanded by the taxpayers. Certainly it would not be, could they realize how unjust it is in the first instance, and how certain it will be to degrade the dignity and diminish the efficiency of the work of educating the deaf by driving capable teachers out of it and bringing in that worst of all human agencies in any department, cheap labor.

Teachers of the deaf of the first rank of ability, and no others should ever be employed, deserve higher rates of compensation than any other teachers, for reasons that will be obvious on a very little consideration, and it is to be hoped that boards of trustees everywhere will set themselves firmly against any scheme of so-called economy which proposes to raise the revenues of the State, or to save them, by refusing

that full and even generous compensation which teachers of the deaf, always hard worked, so richly deserve.

It is with more than ordinary pleasure that I remark the presence at this meeting of several members of our profession from, I was going to say, a foreign country. But I am sure I shall speak for all my fellow-citizens before me when I say that Americans no longer regard Great Britain as a foreign nation. Her attitude of close kinship in the weeks of war now passing, her many friendly acts and words, have proved to us that the heart of Britain beats in unison with the heart of the United States. And we are not slow in grasping the outstretched hand of brotherhood extended to us from across the Atlantic. We welcome as active members in our American convention, for they are eligible as such under the constitution, our brothers from Scotland and Ireland who are with us to-day. At the proper time letters will be read from others from other countries, expressing interest in the convention and regret that they could not attend its meetings.

In this connection I will remark that there are evidences of quite an unmistakable character of a modification of methods in Europe which is likely in the near future to bring the schools for the deaf in that part of the world to the broad and liberal platform laid down in the constitution of this convention. I was made to feel this during a journey through Europe last year in ways I have already published and which need not be repeated here. This movement for reform is especially active in Germany, proof of which has come to me within a week through the courtesy of our embassy at Berlin, from the secretary of which I have received a copy of the Royal Official Journal of Berlin, of the 5th of the present month, in which an article of some length appears on "The strife between the methods of educating deaf-mutes."

From this article it is evident that the results of the pure oral method, especially in some of the larger schools, are far from satisfactory and that the suggestion of a combination or diversity of methods, to suit different capacities, is being strongly urged.

And now, ladies and gentlemen of the convention, I will not detain you longer from the work for which you have come together.

My best wishes are for a meeting that shall be helpful to each and all.

Our section committees have taken great pains to arrange a profitable programme, and I am confident we have a feast of good things before us, the enjoyment of which will make us more than ever thankful and satisfied that we belong to a noble profession; that the work to which we are devoting our lives is worthy of the best services of the best men and women.

Dr. GORDON. It may not be proper at this time to discuss the president's paper, but I am not prepared to indorse all that he said in his address. I regret that there was not a little more expression of sentiment for the progressive methods of advanced instruction. He certainly presented us a most valuable paper, but the point which I raise is the inclusion of the State of Illinois in that black list. I object to that part of the address which concerns my State and the governor of Illinois. The governor has stated that my predecessor in this institution did not resign because of political reasons, and that statement is entitled to respectful consideration. The governor has stated that it had been said that my predecessor was of the same political faith as the dominant party in Illinois.

He is entitled to that statement. When the superintendency was tendered to me, I telegraphed to him, and said that if the change was made for political reasons I would not accept it. The governor said "I am pleased with that, and I like the sentiments of that man." When the trustees were looking for a superintendent, one of the instructions they received was to obtain the best man they could find. Their choice was made, and the governor said that their choice would be entirely satisfactory to him. You all know that Illinois was slightly Republican at the last election. So you can see that it does not depend there upon the political party that may be in power. I regret to say that the sentiment in Illinois and in many other States is that these institutions may properly be filled for the benefit of the dominant party, and in pursuance of this policy quite a number would fail on this ground.

I think this matter is worthy of investigation. The more you investigate this matter the more you will like it. I think these institutions should be divorced from politics. Take the case of Iowa, where the severest blow has been dealt to our institutions, and that blow can not be charged to the spoils system. It is a case of political interference, but not upon political grounds. It is a case of managing a business of which they know nothing. It has absolutely nothing to do with the spoils system.



Mr. RUCKER. Mr. President and ladies and gentlemen, I desire to say in behalf of the State of West Virginia that the spoils system did not manifest itself in the change there.

It is altogether possible the board in West Virginia made a very serious mistake in placing me at the head of affairs in this institution. I do not question the possibility of that at all, and I have abundant evidence of the weakness of the present head of that institution. I do want to say, however, that in West Virginia our people are just as much opposed to the meddling with our schools as the people of any other State in the Union. We have minority representation in that State and the board is composed of four men who have always affiliated with the Democrats and five men who belong to the Republican party. In my election I received all the Democratic votes, every Democratic vote that was cast, and only two Republican votes. I want to tell a little more truth, and I may also say that two years before that selection was made the president of the Democratic board solicited my application.

Further, I want to say that there was a continuous resignation from July till the selection was made late in the summer; and the resignation, so far as my opinion goes, was the result of administrative difficulties and not for political reasons at all.

I admire Dr. Gallaudet's paper, but there are some things in it that might be assailed. I believe that the United States is the most liberal country in the world. I believe I can take charge of the work of an institution as well as one who has been in the work for a long time. I believe a man can adopt a plan by which he can communicate with the deaf children. I think there are numerous instances in which it can be verified. I have only been in the work for one year. I do not get up here to reply to the paper of Dr. Gallaudet, but I want to say that the governor of our State is opposed to appointments to State institutions for political reasons. The governor of the State wrote a letter asking for the retention of the present administration.

Mr. HILL. Mr. President, I rise to challenge the statement of the gentleman in what he has said in regard to the appointment for the West Virginia Institution. I rise also to challenge his statement in what he said regarding the fact that it was administrative difficulties that caused the change. There were no complications in the board or difficulties in the administration. The change was a political one and due to nothing else. There were some difficulties in the institution, but they



were not administrative difficulties and they did create certain conditions there. I saw these difficulties and I saw that I would be hampered in the discharge of my duties, and for this reason I resigned. The board accepted my resignation in July. Every Democratic member and the leading Republican members supported me, but they had a majority against me. In the meantime they had looked around and found a gentleman of their own political faith. Now this statement can not go out and be published to the world unless it is correct. I know there were certain things there that were hampering me in my management, and for this reason I sent in my resignation.

Mr. MATHISON. Ladies and gentlemen, "Let us have peace." I admire the spirit of the brother. You all know I stood in a position sixteen years ago similar to the brother here a moment ago. I was a new superintendent then, and a paper was read that riled me up pretty well, but I thought it was not all meant. I had been three years superintendent in the institution. I did not think my appointment was political at all. There seems to be a good deal of politics in these States. It is a matter of regret. I think I have had some experience. I am free to confess now, after an experience of sixteen years, it would have been a good thing to have had some experience before being put into that institution. It was the hardest work I ever undertook. I thought that really if another appointment had been made it might have been a good thing for them. Circumstances alter cases sometimes, and there were peculiar circumstances in our province. They concluded to hire a superintendent from the United States.

At first he got along pretty well, until he got acquainted with our people. It was under these circumstances that I went into the work. It was the earnest desire of my heart that these deaf and dumb children should not suffer by my appointment. I endeavored to familiarize myself with everything. I think the president and those who have visited us will say that we are doing good work. I think our institution will compare favorably with yours. I have had good teachers and good officers. I have had their salaries raised, and I would like to have them paid twice a month at the same salary they are getting now. I believe our institution is in the first rank. It is because I have been there nineteen years. [Laughter.] I hope to stay there. I had better offers at better remuneration, but I would not leave the deaf children. I do not want

to interfere with your domestic affairs, but if Superintendent Jones goes on in my footsteps he will be the best educator in this country. As I said in Jacksonville, "Some men are born great, others achieve greatness, and some have greatness thrust upon them."

This was the case with me. If they stick to the work and prove themselves worthy, you will find that they will be just as successful as any teachers.

Mr. F. D. CLARKE. You will excuse me if I say that I very much regret the course of this discussion. I can sympathize deeply with the gentleman who resigned. Six years ago, although a lifelong Republican, and I supposed everyone who knew me knew it, I was elected by a Democratic board to the superintendency of the State school in Michigan. I had taught for seventeen years in the New York institution, and I had some friends in the Philadelphia school. What was my astonishment one day to read that my appointment in Michigan was purely political. I wrote to the editor of that paper and asked him to correct it, but it was never corrected. I feel glad that circumstances have never brought me face to face with that editor.

I know that the president of this convention has no desire to make a statement that is false.

I know that if he has included a State to which his remarks do not apply he will take it from the list. I think the best way is to go to him in private and talk over this matter. I move you that we proceed with the regular programme. Carried.

Short papers on questions on the teaching of grammar were then read and discussed, all of which will be found in their proper place in the Question Box.

The meeting then adjourned till 2 o'clock.

#### AFTERNOON SESSION.

The afternoon session was called to order by the president at a quarter past 2. Mr. Jones announced the details of the trolley ride.

A letter from Mr. Blattner was read announcing that his absence was due to the advent of young Mr. Blattner. Mr. Swiler proposed the name of "Columbus" for the youthful discoverer.

The secretary read a telegram from the Business Men's League of Detroit, asking favorable consideration for their city as the place of the next meeting:

DETROIT, MICH., July 28, 1898.

F. D. CLARKE (care School for the Deaf, Columbus, Ohio):

Business Men's League sends cordial greetings to instructors of the deaf in convention assembled, and urges favorable consideration of Detroit's invitation. Please wire result at our expense.

O. A. BIERCE, *Secretary*.

By motion of Mr. Dobyns, this was referred for action to the executive committee.

Dr. Gallaudet then called Mr. Caldwell to the chair, and the work of the normal section went on. Mrs. Hurd, of North Carolina, gave an instructive exhibition of oral work with a congenitally deaf child.

#### LANGUAGE AND ORAL WORK WITH A CONGENITALLY DEAF CHILD.

[By Mrs. Anna C. Hurd, North Carolina.]

I have been asked to illustrate some points in speech and language teaching during the first three years, and with the aid of this little pupil I will endeavor to do so.

This child is totally and congenitally deaf. She has been in school for three years, in the oral department of the North Carolina school, at Morganton, N. C.

She is now nearly 11 years old. She is not a remarkable child in any way. She was not brought to the convention because she was the brightest pupil in her class, but because it was more convenient to bring her than any other, as she was spending the vacation at the institute.

This pupil is a member of a class of ten, eight of whom entered at the same time she did, and all are totally deaf. This child ranks seventh in the class. While I am giving you a brief sketch of our plan of work I will ask her to do some written work in order to save time. I will ask her to write a letter to someone.

In our oral department the pupils are taught by speech and speech reading and writing. Outside of the school the oral pupils mingle with the manual pupils, and, of course, learn signs. In the schoolroom signs are not used when the idea can possibly be expressed in spoken or written language so that the pupils will understand. We wish them to form the habit of speech and to depend upon it, and, more than all, we wish them to use language. This is a point I wish to emphasize—the use of language.

The progress in speech and speech reading depends largely upon the progress in language. And the use of language can be acquired only by constant practice in using it. This is one of the underlying principles of my plan of work. So far I coincide with the advocates of the natural method, and had I but one pupil, and could surround that pupil with the influence that the average hearing child has during the period of his life when he acquires the use of simple colloquial English, I would follow the natural method absolutely. But we have in our schools different conditions to meet. Instead of one pupil with father and mother, sisters, brothers, friends, all acting as teacher from the first waking hours in the morning until night, we have the problem of ten pupils and one teacher, together not to exceed five hours five days in the week. To meet these conditions a systematic course of language instruction is necessary.

The outline of language work I am following is the result of my experience with a number of primary classes. The work with each class was noted, and changes made with each succeeding class as experience dictated until the present outline was evolved. This outline consists of a judicious selection of simple words—nouns, pronouns, adjectives—verb forms, and sentence constructions, introduced one step at a time, each step leading to or preparing the way for the succeeding one.

This is an important feature. The work should not be disjointed. What we teach to-day should help us in what we teach to-morrow. All the steps are to be carefully and thoroughly taught and made the pupils' own by constant use, until when the whole is mastered the pupils will have a good command of simple English.

The utility of the words and constructions was my guide in making the selection. Observation with various classes showed me that the need for the different constructions arose at about the same period in the year, and in about the same order. Occasionally a slight transposition of the steps is necessary. It is with the first three years of this course I have to do to-day. When a class of beginners is organized a careful study of each child is made and his characteristics and deficiencies in general development noted. Special exercises of kindergarten nature are planned for the development of the faculties that appear dormant or weak in each child.

For instance, this pupil imitated very quickly and accurately, but was very deficient in reasoning faculty. One or

two other members of the class, I recall, were wholly unable to imitate. One child was very slow in all movements, another nervously jerky, etc.

I have exercised and planned and practiced with the view of correcting these faulty habits of mind and body. I consider these preliminary exercises of great value.

A class can be reduced more nearly to a unit by their employment than in any other way, and this is essential. The individuality and independence of each child should be preserved, but the pupils should all work together smoothly and uniformly if satisfactory work is to be obtained. After about ten days of this work, broken by periods of play—real play—the development of speech is attempted. But these exercises are continued during certain periods each day for several weeks. The sounds are developed in about this order: [Refers to board.]

(To be read across.)

h wh f p th t  
oo a  
s sh

(To be read down.)

ee	met	—b	kite
sheep	moon	boat	knife
feet	sun	boot	eye
teeth	ow	bow	ā
k	cow	tub	face
key	house	d—	z
ī	mouse	—d	noze
fish	mouth	bed	v
whip	ō	duck	stove
ā	hoe	sit down	r
hat	comb	dance	arm
cat	coat	g—	horse
cap		—g	barn
fat	sit	gun	bird
ū	come	goose	door
cup	whop	dog go	
	kiss	pit God	good-bye
shoe		egg	
	aw	ōō	l
m	walk	book good	ball
muff	ō	foot bad	girl
thumb	top	oi	doll
n	hop	boy	bell
fan	ě	ū	x
pan	pen	how do you do?	box
man	hen	ī	
pin	b—	pipe	

As soon as the first vowel sound is taught, much practice in combination is given, using each vowel in combination with all consonant sounds that have been introduced, both as initial and final. As soon as a word can be formed it is taught and its meaning shown.

The pupils are taught to form the written characters (with pencil) representing the sounds and combinations as we teach them.

Last year we adopted vertical penmanship, with good results. The verbs here indicated are used only in the imperative mode at this period, and both pupils and teacher are required to use them. Outline pictures of the objects taught are sketched and hectographed in blank books in this manner. [Shows book.]

These sounds, combinations, and words I think it advisable to teach before any sentence work is attempted. In addition, I teach the names of a few members of the class, selecting, of course, those easiest to pronounce.

The vocal, ch, j, ng, q, zh, and consonant y may be taught a little later.

We have soon a vocabulary of about seventy-five words which can be spoken, read from the lips, written, and the meaning of which is understood. The voices will be well developed by these tones, and the pupils will have acquired the art of combining two or more sounds smoothly and with ease, so it will be but a step for them to combine two or more words and make sentences.

The progress in speech, speech reading, and written work is equal, and it should be kept as nearly so as possible all through the course. This work will generally be accomplished about January 1. Sentence work is then begun, and regular written drill in forms and constructions is given daily.

This period of written drill is of the greatest value. Writing the correct language forms in the proper connection with the thought which they express impresses them upon the mind more thoroughly than can be done in any other way.

The pupils are encouraged from the outset to use the language forms. They are learning to express their own thoughts both orally and in writing, and we are careful to use these forms in expressing ideas to them.

Of course, the range for expression of thought is very limited, but it gradually broadens. The pupils do not memorize language at all. They learn language by using it. This child has never committed a sentence to memory except the

Lord's Prayer. Much practice in the articulation of all new words is given and especial drill, is given upon words containing combinations like pr, tr, st, etc.

I have found it helpful in teaching these combinations, to write the word in this manner, s tōve, and have the pupils first say tōve, tōve; then have them give the short s before the word and we get stove, or have them say s and pause; then add tōve, shortening the pause each time the word is spoken until it can be spoken smoothly.

The column system is employed for all written work. Each child is provided with a large slate like this, which is divided into columns. Here is a brief summary of the first three years' work, some points of which I will speak of especially.

The complete outline, giving the steps in the order they should be taught, may be found in *The Annals*, Vol. XL, Nos. 2, 3, and 4.

The first point to which I wish to call your attention is the work upon sentence forms. Here are the first ten constructions that I give, using intransitive verbs only. I have written a sentence illustrating each construction.

SENTENCE FORMS.—INTRANSITIVE VERBS.

- (1) One subject and one verb.

*Example:* Sam - - ran.

- (2) Two subjects and one verb.

*Example:*  
Sam  
and  
John - - ran.

- (3) One subject and two verbs.

*Example:*  
Sam - - ran  
and  
fell.

- (4) Two subjects and two verbs.

*Example:*  
Sam  
and  
John - - ran  
and  
fell.

- (5) Compound sentence.

*Example:*  
Sam - - ran  
and  
John - - fell.



- (6) Compound sentence where one verb has two subjects.

*Example:*

Sam  
and  
John - - fell  
and  
Bessie - - laughed.

- (7) Compound sentence where the subject of one clause belongs to two verbs.

*Example:*

Sam - - ran  
and  
Bessie - - danced  
and  
laughed.

- (8) Compound sentence where both subjects are compound.

*Example:*

John  
and  
Sam - - ran  
and  
Bessie  
and  
I - - danced.

- (9) Compound sentence where both predicates are compound.

*Example:*

Sam - - ran  
and  
laughed  
and  
John - - danced  
and  
laughed.

- (10) Compound sentence where both subjects and both predicates are compound.

*Example:*

Sam  
and  
Bessie - - danced  
and  
laughed  
and  
John  
and  
I - - ran  
and  
fell.

Action writing is generally the best aid in developing this work.

It will be remembered that the imperative form of these

verbs has been given, so that the pupils already have the verb idea. Now we introduce an idea of tense. We use the past tense first, believing that it will be of more use to the pupil for a while than any other.

An exception is made with the verbs to like, to want, to have, to love, to be, and to think, the present tense of which we use. It will readily be seen that considerable thought is necessary for these sentences to be properly constructed. The words are nearly the same in each, but the ideas expressed are quite different. The pupils are compelled to think, or they can not construct sentences like these correctly.

This is an important point gained, to have developed the habit of thinking. We have also laid the foundation for the expression of complex ideas. Glance for a moment at the last six constructions.

Now see what a description I am able to give, using only the steps we have developed. The use of the personal pronouns is another important feature. Their use should be carefully taught, introducing two or three at a time while we are working upon sentence forms.

The person and number of pronouns are confusing to the little beginner. For example, this child might say to me, "Nora found your knife in Mary's box." She must say, if addressing Mary, "Nora found Mrs. Hurd's knife in Mary's box," and she must say, if addressing Nora, "You found Mrs. Hurd's knife in Mary's box."

Each verb form should be taken up and its use taught very thoroughly. A great deal of confused language may be avoided if the use of each form of the verb be understood. Let us take the verb *to walk*. I will illustrate, — walk, — you walk, — you are walking, — you were walking, and I called you. Perhaps Mrs. Hurd will walk to church next Sunday. You told me to walk. You asked me if I could walk to Morganton. Ask me if I am going to walk to-morrow. Will you talk with Mr G — if he walks with you to-day?

The interrogative forms are very important. The pupils must learn to ask questions and to understand and to answer questions addressed to them. Each interrogative pronoun or form should be taught as carefully as were the personal pronouns. Then encourage all sorts of questions. Here is abundant opportunity for conversing and a large portion of each day should be spent in conversing with the children.

Let them ask any questions they wish. Always answer

them, framing replies in language that they will understand, and giving them as much information as possible.

Deaf children are very quick to understand who are sympathetic and interested in their speech, and if one shows but indifferent attention and interest they will soon cease trying to speak.

It is very noticeable how much more responsive children are with some than with others, and this I believe to be the reason often. We teachers sometimes err in this respect, but we should cultivate that patience with our little pupils that a mother shows toward her children. Encourage the pupils to talk with one another. Ask them questions, tell them or show them something that will excite their interest and curiosity, and many questions will be the result.

The asked and told constructions, following after the simple interrogative and declarative sentence forms have been well developed, afford an opportunity for the review of nearly all that has been given, and for the introduction of much new matter.

There is one more feature of the work that I wish to speak of and illustrate, and that is the subject of reading. All of us have had more or less difficulty in getting pupils to read intelligently. My plan is this: I do not expect them to read during the first two years. I believe that they must acquire understanding and use of simple English before they can read.

A hearing child uses language four or five years before any attempt is made to teach him to read.

As I have before stated, the pupils have never committed language to memory. If that habit is formed before pupils learn to read, as soon as reading matter is placed in their hands they will think that they must memorize it.

Early in the third year simple stories are given to the pupils. A short time is allowed for them to read the story in hand. Then they are questioned upon the subject, care being taken to so frame the question that a real knowledge of the text, not merely the words of the text, is necessary in order to reply.

Sometimes the pupils are then required to reproduce the ideas of the story in their own language.

#### DISCUSSION OF MRS. HURD'S PAPER.

Dr. DEMOTTE. Mr. President, I would like to call the attention of the convention to the manner in which this paper was handled. I admire it very much. This method seems to me

to draw the pupil nearer to us and I admire the plan of teaching. I think it is a very superior one.

Mr. Caldwell then announced the opening of the kindergarten section and called Miss McCowen as chairman to take his place.

#### KINDERGARTEN SECTION.

Miss McCowen in the chair.

Miss McCowen, in opening the work of the kindergarten section said: An explanation is due to the audience this afternoon. I may say that we expected to have given you a treat in an address from one of the most eminent kindergarten instructors in this country, but sickness has prevented the attendance of this teacher and we have called for papers, and we are grateful for these papers which will be presented this afternoon.

#### NATURE WORK IN A KINDERGARTEN FOR THE DEAF.

[By Miss Kate Strouse, Arkansas.]

The hills are dearest which our childish feet  
Have climbed the earliest; and the streams most sweet  
Are those at which our young lips drank.

The kindergarten in endeavoring to educate the child naturally, takes into consideration that he, being a part of nature, has that something within him which causes him to sympathize with nature and finally leads him to seek an interpretation and an understanding of that nature by which he is surrounded. This is God's plan for the education of the intellect. He has placed stones, plants, and animals about the child and has implanted within him a desire to know the secrets hidden in their lives. Froebel's gifts were designed to aid the child in gaining this knowledge for they "embody type ideas, leading out to the discovery of simple relations in natural things."

Pestalozzi expressed it when he said "placing before the child, in a narrow circle, and in a regular sequence, the things that nature presents at great distances and in tangled relations."

In my limited experience as a kindergartner of deaf children, I find that, in common with other children, they share this inborn love for nature. Realizing this, I planned my sequence of work for the year so that each step would not only logically

connect with the step preceding and the one following, but I tried to lead my children to see that all things come from and can be traced back to nature.

Last fall when the children came to me with their little minds almost blank my primary object during the first few days was to attract and to amuse.

I therefore presented Froebel's First Gift—the six balls, covered with the six different colors of the spectrum. We played with the red ball, and when interest in this began to wane I introduced other balls of various sizes and material.

At the same time the children were becoming acquainted with the balls they were becoming acquainted with each other and with me.

Later on I introduced the apple and other fall fruits and nuts of spherical shape. The children unconsciously learned red, yellow, and orange by comparing the kindergarten material for sorting and grouping with the colors found in the apple and fall leaves. They made charts by pasting leaves on gray cardboard beside the same standard color in paper. In connection with this, excursions were made into the woods which, fortunately, are near our institute, and you who have witnessed the delight of a little child when near the heart of nature will understand how helpful such a trip would be. The children all noticed the falling leaves, and I tried by games and material to lead them to see the protection these leaves furnished the sleeping grass and flowers.

Our protection from the cold followed this, and I showed by charts and objects how the sheep, cattle, cotton, etc., contributed to our clothing, and how, out of the storehouse of nature, we obtain the necessities of life.

Under the subject of wood they became interested in the woodman and carpenter. Work of this kind was supplemented by visits to the industrial departments.

In the spring, when all nature began to awake, the results of our fall and winter's work were very apparent.

I noticed it in the tenderness with which the children regarded the small animals about them.

One day a child brought a sick baby rabbit to the kindergarten and the children took great interest in caring for it and feeding it milk. I noticed on the wall slate one morning after my advanced class had left, the following: "Baby rabbit sick; sorry; milk give." These few disconnected words revealed a

great deal to me, and I breathed a prayer of gratefulness to our Father.

The children learned some wonderful lessons of life in their gardens, where each one planted and cared for a few flowers.

They delighted in going to the woods and in bringing the teachers bouquets of wild flowers. Froebel said that "the child that freely and voluntarily seeks flowers, cherishes and cares for them, in order to bind them into a bouquet or wreath for parent or teacher can not be a bad child or become a bad man. Such a child can easily be led to the love, the gratitude to, and knowledge of his Father—God—who gives him such gifts."

It would take too much time to give you the outline of my year's work; but I can truly say that these little ones grew in investigation and eager to know more about God's world.

I feel that work of this kind is not too ideal or too deep for the average deaf child of 6. If given in a simple way he understands it, because he is interested in it—it is a part of himself. We can not always tell how well he understands it, but it will go to make a part of him and will have its results, if not to-day, in the days to come.

#### KINDERGARTEN FOR OLDER PUPILS.

[By Weston Jenkins, New Jersey.]

No doubt the title of this paper is somewhat of a paradox; to some it will seem a real, as well as an apparent, contradiction in terms. It is true that children between the ages of 7 and 12 years are beyond what is known as "the kindergarten age;" it is true also that the material to be used and the immediate object to be reached in the training of such pupils can not be the same as in the case of children under 6 years old. Yet, since we no longer think of the education of the deaf as radically different from that of the hearing child, and since we conceive the university and the primary school as differing only in degree and not in kind, we may concede that the kindergarten spirit and kindergarten principles may with advantage be carried over into the post-kindergarten age.

A line of work which I think especially useful as adapting the motive of the kindergarten to the needs of deaf children entering our schools at the age of 7 to 10 years is the construction by them of objects by which scenes and occupations familiar to them in real life may be reproduced, and the appropriate use of these objects in plays suggested and outlined by the

teacher, but filled in by the children themselves. For illustration of what I shall say, I refer to the exhibit of such objects sent from the New Jersey school by Mrs. Frances H. Porter. The material used in this work is cardboard of various thicknesses cut into shape with the scissors, except that in using some of the heavier weights it may be necessary to use the knife.

Considered as a sort of preliminary manual training, the material and the tool seem to be adapted to the child's ability at the stage for which the work is designed. The eye is not taxed nor the hand cramped as with needlework or other tasks which require the following of a minute pattern. The material, while preserving permanently the form given to it by the workman, presents no difficulty in the working. The nature of the material and method of manipulation train the pupil gradually and naturally into that exact accuracy which is demanded in shopwork in wood and metal and in striving for which the untrained lad of 12 wastes so much time and so often loses interest and courage. More clearly than in almost any other kind of work with which I am familiar, the pupil sees from the start that everything he makes is meant for use, and for his own use, too.

As a basis for language teaching, this plan deserves consideration for its wide adaptability. The whole extent of the child's experiences forms the framework on which the primary teacher aims to build up the language for his use. This is the theory on which, with various degrees of skill and of thoroughness, the many "courses of instruction" for the deaf have been worked out. Here we have a way in which the scenes which are to be the subjects of the lessons may be called up with the greatest vividness and the pupil's interest may be engaged by making him not only a participant in it, but in part its creator. It is evident that a resourceful teacher can present in this way, with effect, a much wider range of subjects than she could find pictures to illustrate, or than she could make plain and interesting to her class without some kind of external aid.

Again, language taught in such a way as this is a growth from within, while that taught from text-books is applied from without. The situation creates the need for the expression. The child comes to think of the language forms supplied to him as helpful means for doing the work he has in hand rather than as parts of a special task.



The subject of the day's work suggests to him thoughts and recalls experiences for which he feels the need of finding expression in English phraseology. It is evident that anything thus learned will be better retained, and that the learning of it will give more mental power than if it were acquired distinctly as a task.

(At the close of this paper attention was called to the excellent kindergarten exhibit sent by the New Jersey school.)

#### KINDERGARTENING IN ITS RELATION TO LANGUAGE TEACHING.

[By Miss Margaret S. McGill, New York Institution.]

Language is the goal toward which we, as teachers of little deaf children, are striving. We may employ widely different methods in this endeavor, but we are undoubtedly united in the primary aim. To give each child under our instruction a comprehensive vocabulary and power of original and correct expression of his ideas is the acknowledged desire of every conscientious and thorough teacher in our profession.

The question has been frequently asked by those engaged in the work, and also by many other educators, "Why has the kindergarten system, which has proved so beneficial and essential in the development of hearing children, not made greater progress in our schools, and why has it not been universally adopted into all schools and institutions for the deaf?" The general excuse usually made by many of our excellent principals and teachers is the lack of space in their curriculum and an unwillingness to spare time from language and speech instruction to devote even an hour a day to a system of play.

They assert that our pupils naturally play sufficiently without special teaching or guidance in the art, and there is little danger of the deaf child, who usually enters school at the advanced age of 8 years, suffering from mental or nervous strain.

My own experience in kindergarten work among deaf children has led me to attempt to answer at least a few of the objections raised against the adaptation of the system to the special needs of our little ones.

The kindergarten may and must be a very important agency in language instruction if it is of any permanent value.

The plays and gifts open wide avenues for thought and expression if conducted as they were originally intended. As Froebel tells us, "Our children will attain a more fundamental

insight into language if we, when teaching them, connect the words more with the actual perceptions of the object. Our language would then again become a true language of life, that is born of life, and produces life, while it threatens otherwise, by merely outward consideration, to become more and more dead."

From the first the child should be led to express his small observation on the gifts in clear language and in approximately complete sentences, brief though they be. There should be a constant interchange of conversation, adapted to the child's powers of expression, during the gift plays.

To quote from Kate Douglas Wiggin, "The kindergartner who directs these exercises like a drill sergeant, requiring her recruits only to be silent and obey, has entirely misconceived Froebel's ideas."

It is much easier and a constant temptation for a teacher to do all the talking herself and assist the children so much in all their work that they fail to gain the self-reliance and independence of thought and action which is the ultimate aim of the kindergarten.

We believe with Pestalozzi that "Observation is the absolute basis of all knowledge." The first object, then, in all education is to lead the child to observe with accuracy; the second, to express with correctness the result of his observation.

There is a direct gain in the vocabulary of the kindergarten child. He is taught from the beginning to name things correctly, and absorbs many new words from the kindergartner, and gains many others unconsciously from his play. Many so-called kindergartens are unworthy the name. They are merely schools for busy work, and often well merit the criticism made by members of our profession, that they are a waste of valuable time for the deaf child, and retard and prevent the development he should gain in the first and most important years of his school life.

Upon visiting a school for the deaf, which professes to have a flourishing kindergarten department, I found the teacher, who had never had special training for the work, but nevertheless had been given charge of the department, attempting to give a gift lesson. A class of bright 6-year olds were supplied with 4-inch sticks. The teacher gave them directions for making a certain form, but before they had been given time to even make an attempt to carry out her instructions the teacher went herself to each child and arranged the

sticks according to her own ideas of uniformity and symmetry of design, then sat down with a complacent smile, well pleased with the result of her effort to produce ten uniform designs, evidently not in the least conscious that her little people all in a row had failed to gain anything from her exercise.

We would like to believe such examples as these rare, but, sad to relate, these same conditions exist in many schools, both for hearing and deaf children; though unfortunately, are more apt to be found in our schools, as the little deaf child's powers of comprehension and conversation are much more limited. Consequently the nervous, impatient teacher finds it much easier and more satisfactory to her comfort to do the work for her pupils than to wait for their slow, blundering efforts to make their own discoveries and solve their own problems.

A true, well-organized kindergarten, conducted by a teacher thoroughly trained in kindergarten principles and methods, with some knowledge of the special needs of deaf children, will never merit the criticisms mentioned. The success of kindergarten work for the deaf should be judged fairly by the best examples of the work in our schools and not by the poorest.

No system of education has been more abused and more frequently misinterpreted and misrepresented than this.

Kindergarten materials are sometimes ordered by principals or teachers who have little understanding of their use and purpose. The teachers put in charge of the work are frequently deficient in training, and after a year's experiment it is decided that the development of the children is not commensurate with the labor and expense of the department, and it is abandoned.

First of all, a kindergarten for the deaf demands a thoroughly-trained kindergartner. She should be a graduate of an excellent kindergarten normal school, and should have ingenuity in adapting her methods to the peculiar needs of deaf children. She should also understand the importance of language instruction at the beginning of her work. Such a teacher will be systematic and methodical in her presentation of the gifts, occupations, and plays of the kindergarten, and will not make the mistake of distributing the materials as confused, detached portions of busy work, accompanied by the memorizing of disconnected facts. Each gift follows the other in regular sequence, and each occupation is related to the gifts.

The gifts giving the child his perceptions or impressions; the occupations furnishing means for his expressions, according to the principle "that which follows is always conditioned upon that which goes before." Adequate time must be given for the child to grasp the ideas taught by the gifts, and to gain sufficient ability to express these ideas clearly.

These lessons must be graded according to the special needs of the pupils. Some of them come from homes where attention has been given by the mother to the awakening and cultivating of the senses, but many of them, especially in large cities, show almost entire lack of such training; consequently the teacher should devote more time to sense cultivation when necessary.

A class of beginners of average ability, ranging in age from 6 to 8 years, were given a series of lessons during the year upon the first gift, which consists of six worsted balls of standard colors. The lessons were of about a half hour's duration, and were given once or twice a week. In the course of the year the children were able to name the colors, match objects of the same form and colors, used simple sentences in describing the qualities of the ball, read short sentences from the lips relating to the placing of balls in various positions and directions, made collections of material and natural objects corresponding in colors, and learned their names; also described different actions performed with balls.

Several simple games accompanied by appropriate words and sentences were played. The constant repetition and association of objects with spoken, written, or spelled language impressed the new words and sentences upon the minds of the children.

Percepts of color, form, size, comparison, classification, direction, and number were also gained through the exercises. The lessons were always interesting and delightful to the class.

At the latter part of the year the words and sentences connected with the gift were occasionally written on the blackboard for review purposes. Blank books were also prepared by the teacher, in which were written the words and sentences of each lesson, with illustrations of fruits, flowers, and other objects associated with the colors and forms of balls, drawn with colored pencils.

These books were a never-failing source of delight to the children as they watched them grow, and new lessons were added each week. These were used as reading books and

were taken home during vacation. As their vocabulary grew and they gained ability to express their ideas in clear language their interest in the gift increased and they were ambitious to invent new games. Thus the faculties of imagination, observation, attention, and invention were continually exercised. The same method has been employed in all the gifts.

Care must be taken, however, not to allow the language work to become so cut and dried that it loses its life and interest. The ingenuity and enthusiasm of a bright kindergartner may easily avoid this mistake, for she will appreciate the versatility and increasing source of interest and pleasure to be found in gift study, conducted by a skilled leader in the spirit of play. The child must be continually stimulated in his effort to discover the secrets of the gifts, and should be wisely guided but not interfered with in his researches and inventions.

In the occupations the children should learn from the first to express their wants in words or sentences, and should be encouraged as early as possible to ask and answer questions about their work. The effort which is so often made to accomplish a large amount of pretty work for exhibition purposes is another of the manifold temptations which beset the young kindergartner.

Ideas and language should be her highest aim for the children, and all else held subservient to that end. The kindergarten games played in the circle, under the direction of the kindergartner, are an excellent means for language teaching, as well as in developing other important faculties of the mind.

Every action during the games should be accompanied, as far as practicable, with the appropriate language. At another period of the day the words of the new game may be written on the blackboard by the teacher and carefully explained to the older children.

It has been my experience that the games studied in this way are the ones voluntarily chosen by our pupils and played with the greatest frequency and zest. The familiar games were sometimes copied into blank books for review exercises.

The kindergartner should choose the games, wisely guarding against the introduction of too great a variety during the year. Children like to play the same games over and over again, just as they prefer the same familiar stories.

The games of the kindergarten books may be revised, if necessary, to suit the understanding of the children.

The morning talks should also be a means not only of bringing the little people into touch with nature, but should make them desirous of asking and answering questions upon these subjects of interest. Free conversation between kindergartner and children is also very desirable.

Surely the child has not wasted the two or three years of his school life spent in a true kindergarten, nor has his progress in speech, language, and numbers been retarded. All his faculties have been awakened and cultivated, his language filled with life and interest, his senses made acute, hand and eye skilled in manual work.

A course in manual training may follow the kindergarten course, though it may not take the place of it, as is sometimes supposed by some educators ignorant of the purposes of the kindergarten.

The systems differ widely in their scope and attainments. The skill of hand which the child gains through kindergarten handicraft undoubtedly prepares him to use the tools and appliances of sloyd with greater dexterity and skill.

"No one would believe," says Froebel, "without seeing it, how the child life develops when treated as a whole and in the sense of forming a part of the great connected life of the world by a skilled kindergartner."

Have we a right to deprive the little children in our schools of this system which develops the whole child, and may it not be one of the greatest factors in language instruction?

We who believe in kindergartens for the deaf trust the time is not far distant when every school and institution for the deaf will include a genuine kindergarten.

#### THE KINDERGARTEN AT THE ROCHESTER SCHOOL.

[By Z. F. Westervelt, Rochester, N. Y.]

The kindergarten at the Rochester school began twenty years ago, and continues growing steadily in favor with the management of the school, with the parents of children who are under its training, and with the officers of the State who make their annual or more frequent examinations and inspections.

The eighty children for whom provision is made in the kindergarten, for all purposes except meals, occupy a separate building and have separate playgrounds. Their meals are taken in



the dining room with the older pupils, where they are scattered about, seated by those who will take pains with their training, with the lessons which each little one has to recite in the daily morning prayers, and as well with their manners and habits at the table. The little children sleep in two large dormitories, with hearing officers in adjoining rooms, each little child in a separate cot or bed. They are under the care during the day of four supervisors, who have charge of all their home training and occupations, and of eight kindergartners or instructors, who have charge of them for five and one-half hours daily, in short periods of half hour and forty minutes each, with such changes as bring every child daily under the instruction of each one of the eight, with their separate specialties, of speech, speech reading, kindergarten gifts and exercises, language, number work, sewing, drawing, and sloyd or carpentry work. All the children, both boys and girls, even to the smallest, take part in all these exercises, and in the middle of the morning for a half hour have the general exercises of the morning circle, with its general plays together.

The children in the kindergarten are all under 12 years of age, and the majority are under 9. Those who make such advancement as to warrant their entering the graded classes of the school are promoted regardless of their age, though they are usually retained as members of the kindergarten family until they are 12.

Adolescent beginners are not received in the kindergarten. For them we have a separate department which we call the intermediate, where studies and exercises corresponding to those in the kindergarten, in some respects, are adapted to their more advanced physical development.

Richard O. Johnson, superintendent of the Indiana State Institution, was next introduced, and spoke as follows:

#### ADDRESS OF RICHARD O. JOHNSON.

Mr. President, and Ladies and Gentlemen: It is supposed that I shall present to you this afternoon a plan of kindergarten work as pursued in the Indiana schools. I desire to say that we have been engaged in this department of work during the past four years, and we have been very much pleased with the results. In presenting our plan of work, I do not know that I can do a better thing this afternoon than to read from



our manual of instruction, which not only gives the plan of work, but which contains the instructions by which our teachers are guided in carrying out this work.

This department was established in the Indiana Institution for the Education of the Deaf in September, 1894, with ten pupils, and has been a gratifying success in every way. Two years are given to the work, the advantages of which are particularly noticeable in such schools as ours, and difficult to overestimate. During the first year the pupils, from 6 to 8 years of age, are taught to correct their faults in sitting, standing, walking, and dress, etc.; are instructed in deportment and propriety; are trained in hand skill, observation, and imagination; are taught writing, the formation of the simplest of sentences and simple numbers in units; are drilled in proper breathing, in the exercise of the vocal organs by the utterance of sound, and in speech reading by the most natural of methods—constant repetition of spoken words and short sentences. Some attention may also be given to speech, at the discretion of the teacher. During the second year the kindergarten pupils pass into the advanced kindergarten classes and become a part of the oral department. The first-year work is carried on and is merged into primary work, but especially is attention given to speech and speech reading.

The following table will show the growth of the department:

Kindergarten class, 1894-95 .....	10
New pupils admitted up to October 31, 1896.....	40
Total.....	50
Not returned to school.....	3
Transferred to oral classes.....	17
Transferred to manual classes.....	6
	— 26
Kindergarten classes, 1896-97 .....	24

#### OUTLINE OF WORK.

##### FIRST YEAR.

1. Correct habit, sitting, standing, walking, dress, etc.
2. Obedience, deportment, propriety.
3. "Mine and thine," truth, honor, prayer.  
Simple prayer in signs, accompanied by spoken words; daily and in concert.
4. Breathing exercises and facial and vocal gymnastics; daily drill, individual and concert.
5. Voice and hearing development; daily drill, individual and concert.

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6. Speech reading.  
Teacher to use spoken words with signs at all times and for all purposes from the beginning. Begin not with single words, but with combinations—sentences.
7. Observation, hand skill, imagination.  
Adapting regular kindergarten work. (See Development.)
8. Calisthenics.
9. Numbers, names of: Arabic, Roman, and written—1 to 10.
10. Mechanical writing. Manual spelling.  
Drawing of straight and curved lines, imitation of strokes, letters and words, arm movement.

### SECOND YEAR.

1. First-year work continued.
2. First-year work continued.
3. First-year work continued, and further development.
4. First-year work continued.
5. First-year work continued, and speech.  
In speech use short words, beginning with those formed of elements most easily seen and acquired by pupils. Words first, elements afterwards.
6. First-year work continued.
7. First-year work continued. (See Development.)
8. First-year work continued.
9. Mental addition, 1 to 10.
10. Writing and manual spelling. Language.  
From action and spoken word. Make use of subject and predicate—past, present, and future; affirmative, negative, interrogative—introducing adjective, adverb, and preposition.

### DEVELOPMENT.

#### FIRST YEAR KINDERGARTEN WORK.

- I. Color work. *September to January.*  
The six leading colors—red, orange, yellow, green, blue, and violet.  
Gray cardboard to be used as a background.  
Color tablets; color choice; color relations.  
Recognition of color; color names.  
Study of ideal color unit. Study of individual color. Cutting of single units to make a border pattern.  
*January to June.*  
The six leading colors and two tints of each.  
Scales of the six leading colors in three tones, normal, light, and lighter. Figures in one tone. Borders or rosettes in two tones.
- II Study of solid forms.
  1. To be studied.
    - (a) Type solids: Sphere, cube, cylinder, and hemisphere.
    - (b) Nature forms and common objects; objects resembling these type forms.
    - (c) Pictures in which objects resembling these types may be found.

- II. Study of solid forms—Continued.
  2. Expression.
    - (a) By modeling in clay.
    - (b) By laying color tablets.
    - (c) By paper folding, cutting, and making.
    - (d) By stick laying.
    - (e) By drawing with chalk and charcoal.
- III. Building blocks. For form study and construction.
- IV. Study of plane forms and designing.
  - Circle, semicircle, squares, and the triangles.
- V. Sticks. For designing in life and symmetry, and for teaching geometrical forms as a preparation for and an aid to drawing. Three and six inch sticks are preferable.
- VI. Rings. For teaching the circle, and for designing forms of symmetry.
- VII. Peas work may be used occasionally for architectural designing. Sticks are not to be used less than 3 inches in length.
- VIII. Drawing. Use charcoal.
  1. Lines, straight and curved.
  2. Designing decorative forms.
  3. Free drawing.
- IX. Color sketching and painting.
  1. In connection with the color discrimination developments.
  2. The free sketching and painting of objects related to conversation and to the story work.
- X. Sewing.
  - Lines not less than an inch in length.
  - Use single zephyr. (This occupation is not to be given to children under 5 years of age.)
  - The forms made are to modify the conversation and story lessons.
- XI. Free cutting.
  - This occupation grows out of the conversation and story work.
  - When objects are cut, have them mounted upon a gray background.
- XII. Mounting.
  1. Geometrical forms must not be less than a 2-inch basis.
  2. Decorative forms.
  3. The first steps in any work are taken through the use of this occupation. After telling a story, give the children the objects of the story, let them group these on the mounting sheet and tell the story to the kindergartner from the sheet that has been mounted.
- XIII. Folding.
  - The simple forms from fundamental No. 1.
  - Use folding in symmetrical work when it will be an aid in impressing some geometrical form that has previously been taught.
  - Folding sheet 5 by 5 inches.
- XIV. Weaving.
  - Strips not less than 1 inch, mats to be gray. The selection of the strips to depend upon the color discrimination lessons.

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### XV. Free braiding and intertwining.

Given to impress geometrical forms and for color work.

### XVI. Cardboard molding. For geometrical forms to modify second gift and clay.

### XVII. Sand table. To teach form and for representation of the story.

### XVIII. Clay modeling. *September to January.*

#### I. The type forms.

The forms to be used are (a) the sphere, (b) the cube, and (c) the cylinder.

#### II. Common objects similar to type forms.

##### 1. List of objects to be modeled.

(a) Objects similar to sphere: Ball, apple, orange, etc.

(b) Objects similar to cube: Box, lump of loaf sugar, etc.

(c) Objects similar to cylinder: Muff, round box, etc.

##### 2. Lessons on the objects.

(a) Handle the objects and observe their characteristics.

(b) Compare the objects with the type forms.

#### III. Decorative work.

Work with the square tablets.

(a) Modeling the tablets.

(b) Impressing the faces of the type forms on the tablets.

(c) Tile making with geometrical forms and other forms grouped upon them.

*January to June.*

#### I. The type forms.

The forms to be used are

(a) The hemisphere.

(b) The square prism.

(c) The right-angled triangular prism.

#### II. Common objects (similar to type forms).

List of objects to be modeled.

(a) Similar to sphere: Peach, gourd, etc.

(b) Similar to cube: Inkstand, square can, etc.

(c) Similar to cylinder: Cheese, round can, etc.

(d) Similar to hemisphere: Half an apple, pincushion, etc.

(e) Similar to square: Prism, box, etc.

### SECOND YEAR KINDERGARTEN AND PRIMARY WORK.

#### I. Color work. The six intermediate colors: Red violet, red orange, yellow orange, yellow green, blue green, and blue violet, and two tints of each.

*September to January.*

Study of individual colors.

Ideal color unit pasted. Normal tone. Arrange twelve oblongs for flow of color.

Scales of red violet, red orange, and yellow orange in three tones—normal, light, and lighter.

Figures and borders in one and two tones.

I. Color work—Continued.

*January to June.*

Ideal color unit pasted. Lighter tone.

Scales of yellow green, blue green, blue violet in three tones—normal, light, and lighter.

Rosettes and borders in three tones.

II. Study of solid forms.

I. To be studied:

(a) Type forms in review. Sphere, cube, and cylinder. Hemisphere.

(b) New type solids. Square prism and right-angled triangular prism. Ellipsoid, ovoid, cone, square pyramid and base form.

(c) Nature forms and common objects resembling these type forms.

(d) Pictures. Pictures illustrating these type solids and objects.

II. Expression.

(a) By modeling in clay.

(b) By laying tablets.

(c) By paper folding, making, and cutting.

(d) By drawing with chalk, charcoal, and pencil.

(e) By oral and written language.

III. First year work continued.

IV. First year work continued.

V. First year work continued.

VI. First year work continued.

VII. First year work continued.

VIII. First year work continued.

IX. First year work continued.

X. First year work continued.

XI. First year work continued.

XII. First year work continued.

XIII. Forms from fundamental numbers one, two, and three

Life, symmetry, and knowledge forms.

XIV. Weaving. First-year work continued.

Strips not less than one-half inch.

XV. First-year work continued.

XVI. First-year work continued.

XVII. First-year work continued.

To teach geography.

XVIII. Clay modeling. *September to January.*

I. The forms to be used.

(a) The ellipsoid.

(b) The ovoid.

(c) Review forms of first year.

II. Common objects. (Similar to type forms.)

List to be modeled:

(a) Similar to sphere: Round radish, melon, etc.

(b) Similar to cube: Toy bank, toy trunk, etc.

(c) Similar to cylinder: Drum, jar, etc.

## II. Common objects—Continued.

List to be modeled—Continued.

- (d) Similar to hemisphere: Cup, saucer, etc.
- (e) Similar to square prism: Brick, double steps, etc.
- (f) Similar to ellipsoid: Lemon, plum, etc.
- (g) Similar to ovoid: Egg, chick, etc.

*January to June.*

## I. The type forms.

The forms to be used:

- (a) The cone.
- (b) The square pyramid.
- (c) The base form.

## II. Common objects. (Similar to type forms.)

List of objects to be modeled:

- (a) Similar to sphere: Tomato, turnip, squash, etc.
- (b) Similar to cube: Paper weight, footstool.
- (c) Similar to cylinder: Banana, firecracker.
- (d) Similar to hemisphere: Half orange, beehive, basket.
- (e) Similar to square prism: Eraser.
- (f) Similar to ellipsoid: Melon, potato.
- (g) Similar to ovoid: Sweet potato, mouse.
- (h) Similar to cone: Top, carrot.

## III. Decorative work.

The subjects for story, gift, and all work must be taken from the child's environment.

I believe that this is all that I can say on the subject of kindergarten work in our institution, but we have with us this afternoon a person who is in charge of our kindergarten work, and I have no doubt that you will be interested in hearing from her on this subject. I am sure that she can give you a great deal of information as to the details of the work as carried out by us.

Miss FULTON. I desire to say but a few words in regard to the work of the Indiana school, so far as the kindergarten work is concerned. I may say, in the first place, that during the first year we followed as nearly as possible the outline that has been mapped out for you by Superintendent Johnson. Our aim in the beginning of the school year is to attract the attention of the child. Unless you do something to attract the child's interest you can advance him but little. We dwell much on his home life and its surroundings, and we talk to him about his friends. Our object in doing this is to lead up to our work. In the other four years we divide the work and carry it out in detail. We have frequent reviews, as we think the success of our work depends upon that. In the first year

we teach by objects, to give the pupils right ideas of things. We also teach them about domestic animals, and we teach them the numbers from 1 to 10.

Miss Heizer, of Indiana, was asked by Mr. Johnson to say a few words.

Miss HEIZER: In my supervision of the primary grades I have found that this training in the kindergarten is a very valuable one and highly beneficial to the children. In the kindergarten the child is taught to observe, and he learns to handle and to know material. He also learns that there is to be a result attained, and that this result depends largely upon his efforts.

I think this is a good thing and that it enables the child to grasp ideas and to do better work. So far as my observation goes, the children do far better work than if they did not have this training. I think I may safely say that our work is very much better since we have had the kindergarten training than it was before we introduced it.

#### DISCUSSION.

Dr. WILKINSON. I believe I have a question to answer. The question is, whether kindergarten is a good thing and whether it is better to enter school at 8 instead of 4 years of age.

Perhaps you have all heard of the advice given in Punch to those who contemplate marriage. It was, "Don't." If there are any who contemplate introducing kindergarten work, I would say go slow. I believe in kindergarten work for certain places and under certain conditions. In our great cities there are always a number of little waifs who have no home. They never hear good language, nor good music, nor anything good. For that class of children the kindergarten is a blessing, from the fact that you bring these little waifs into a clean place and show them pretty colors. I think their lives are made much better for this training which you give them. But what does an institution like this want with a kindergarten, or what do we want with one in California? I do not want to see children taught from the time of birth. I do not want to teach the child when it ought to be growing. I think this is wrong. They should not be taught under 6 years. Of course, you can teach it some good habits. Every well-ordered family will do this. Do not worry it at that age. Let it climb trees and stay



among the flowers. This child will naturally study nature. Talk about colors satisfying the child. Every child of mine knows when the cherries are ripe before I do, and I have trouble to keep them out of the orchard. They get out all the time and they are always learning. You notice how they like to go away by themselves and study nature a little. I do not believe in making play a discipline. Let them work out their own observation. I do not believe the best educators will favor the kindergarten. I do not believe the kindergarten produces the best men and women. I would like some statistics on this point. How many men and women who make a mark in the world were from the kindergarten? I do not agree with all that has been said here, because I do not believe that the kindergarten is a necessary part of our work. I think we lose time. We can not afford to lose time. The work is too great for this. You know that among athletes there is such a thing as overtraining, and I think if you begin with a child at 4 years and work until he is 20 years of age you do not get the best results. This is my view of the kindergarten. I do not like to take them in at 6 years. I would rather make it 7 years of age.

Mr. SWILER. I think it serves as a good instrument in the hands of a successful teacher. The children get correct ideas of form and color and touch. I think it secures attention and is a great relief from study. In this I would differ from my friend. We know children like a little work and much play. In this way you can interest him, and if you keep up his interest you can teach him. I think, at least, children should have semikindergarten instruction in the first year. Although 8 years old, they may be really but 4 years old in knowledge. They know nothing about games, and these games help them out. Standing at slates makes them very tired.

Dr. WILKINSON. I can not see how kindergarten work differs from what I have seen for forty years. There seems to be diversity of opinions as to what kindergartening is. I am in favor of nature studies.

Miss McCOWEN. We are pleased to hear these discussions for and against kindergarten work. We believe the kindergarten is right and will bear investigation. Let it stand or fall upon its own merits.

Dr. GORDON. I want to say a few words. I want to speak

of one feature in Illinois. We have two hours in the kindergarten and all the rest of the day the child is engaged in play. I think that should suit Dr. Wilkinson. These children are in school only two hours, and a teacher is in charge of them. She seems to have gotten hold of the spirit of kindergarten-ing. Her object is to train these children in various ways for social life. Sometimes these children have a tussle and a fight, but that is growing less, because of the spirit of right on the playground.

I consider that it is one of our most useful departments. We notice an improvement in the morals of the children. I would have kindergarteners in charge of these children from morning till night. The work of the two hours is the same as that in the Indiana institution. The time is very short to expect any very great results. Nearly all of the children have learned many words and sentences from the lips. Nearly all of them learn to speak a great many words. They seem to enjoy that life very much. Nearly all come from such homes that the most ardent opponent would approve of the change. I feel that it is a decided benefit to them. There is another point, and that is that we take our children at a much earlier age than children are taken into institutions generally. We have no age limit. We ask, "Can your child walk up and down stairs? Can he engage in games with other children?" We have some children 4 years of age, and they are doing very much better with us than they would in the homes they leave.

Mr. JOHNSON. In the Indiana institution the kindergarten applies only to school work. They go to their schoolroom the same as the other children. They are on the playground at the same time.

On the request of Dr. Fay that the convention should be allowed to hear something about Miss McCowen's day school, Miss McCowen addressed the convention as follows:

#### REMARKS OF MISS M'COWEN.

I want to say that we believe that the little deaf children have not the privileges of the little hearing children. The hearing child is taught by mothers and sisters and fathers. The deaf child has no such teacher. On the part of a deaf child he must have a conscientious teacher. He needs a teacher who will take the deepest interest in him. He should be of the highest culture.

To the little child work and play is the same thing. You know when you took your little spade and dug a cave you enjoyed it, although it was work. I have seen children taught so that the actual work became play. I have seen teachers in the upper grades plan their work so that it would seem to be play. In fact, it was better than play.

It is our purpose to see that the children go in the right direction. We allow the children to lead in the play and work when they can do so with safety. When they go wrong the teacher adjusts and changes it.

One word with reference to nature teaching. Our first object is to make the child understand his relation in the world. Up to the time of entering school his whole life has been as a member of a family who is trying to amuse him. In studying our children we make it a point to observe them in their play. We study their desires. We find the leading interests of a majority of the children to whom this lesson is to be given. We try to form a universal principle and base upon it a series of lessons that will better the child and correct any misapprehension. The children may be selfish. It may be a lack of gratitude. It is a fault, and we try to meet and counteract it. In our home we are one family, and the children, teachers, and officers live together. This is home life. We believe if the child is taught to talk rapidly he will grow rapidly in the forms of speech. One of the papers spoke of the most natural method as that of constant repetition. If the little hearing babe never heard anything about talking it would never learn to understand English or any other language. The language must be associated with continual activity. He must not be left to listen only. I do not believe in too much toy work. I once visited a school where the teacher had a toy lamp made to teach the children about a lamp. I do not approve of that. It is better to teach the child the facts at once.

I wish to thank those who have participated in this work this afternoon, and those who have written papers. Our special thanks is also due to the audience who have listened attentively to our proceedings. I am sure that we have been all benefited by the work of this session.

The meeting then adjourned.

### THIRD DAY.

SATURDAY, *July 30.*

#### MORNING SESSION.

The meeting was called to order by the president at ten minutes past 9. Prayer was offered by the Rev. Job Turner. The minutes of the previous actions of the convention were read and approved.

Superintendent Jones made announcements in regard to a change in the breakfast hour and other matters, and invited all to enjoy a social evening with music and dancing.

Mr. Caldwell, who had been appointed by the standing executive committee chairman of the committee on the normal section, stated that the absence of Mr. Abel S. Clark, the former chairman, was caused by a very serious accident to himself, but that he had already nearly completed the necessary preparations for carrying out the work of the normal section successfully.

He also announced that the names of Mr. Goodwin and Mr. Spruit had been added to those on the committee of arrangement of programme.

Mr. Mathison moved the formation of a committee composed of Mr. McDermid, Mr. Nelson, and Mrs. T. P. Clarke for arranging a song service for Sunday afternoon. This was seconded and carried.

The president then called Mr. Robinson, the chairman of the industrial section, to the platform. He opened the proceedings of his section by a short address.

#### ADDRESS OF MR. ROBINSON.

Ladies and Gentlemen: It gives me a large measure of satisfaction to open this, the first regular meeting of the Industrial Section of the Convention of American Instructors of the Deaf, especially so at a time when there is a greater awakening to the industrial side of life than the world has ever before experienced. Our industrial history is less than one hundred and

forty years old. Historians, both ancient and modern, have invariably ignored industrial history, devoting their attention to wars and political events; but a change is working. Ancient Egyptian and Greek inscriptions are being deciphered, which throw new light on labor and the laborer and their relation to the world's civilization and progress. It is also becoming more and more evident how great a part the hand has played in the development of the human race. This fact is being formulated into a systematic training of the hand, which now goes by the name of "manual training," though the term is somewhat misleading. This training has for its object a broader and more solid foundation for intellectual, moral, and industrial education, in accordance with the demands of the age.

Most of you know my position in regard to this subject, so I shall not burden you with more than a quotation from an address concerning the industrial side of this question, which I delivered in Milwaukee in 1897 at the meeting of the National Educational Association. There is no time to discuss the close relation of manual training to mental development. Having made some investigation in that line, I shall leave it for a future paper.

The part referred to is as follows:

In regard to manual training from an industrial point of view, there are few, indeed, who realize the amount of trade teaching it involves, to say nothing of drawing, drafting, measuring, weighing, a knowledge of materials, and the operation of machinery. There is no time now to go into detail, but I venture the assertion that the knowledge and practice of so many trades and their departments are included in a thorough course of manual training, that it may be characterized as trade teaching reduced to system. All the essentials of mechanical ability group themselves about three heads: The handling of tools, a knowledge of materials, and the operating of machinery.

Only in the regular work alone of a mechanical calling is it possible to acquire that skill and speed which will ever mark the novice from the accomplished artisan. Now manual training aims to impart the essentials mentioned in four or five years. That is longer, if anything, than the average length of a deaf boy or girl's school life.

But when it is borne in mind how much time is taken up by the school work proper, physical culture, the art work, trades teaching, repairing, and other duties incidental to institution life, it may take longer. Nor is this all. Manual training admits of great extension and variety, so that it can easily be made to cover the school life of everyone.

So whether our boys and girls begin their trade in school or out of it, or, in a word, whatever they undertake, they will be all the better prepared to cope with every difficulty encountered than if they lacked such training, which I regard of even more importance to the deaf than the hearing. Right here I would like to drop a caution. In such a system of

education as is suggested by this paper, where both mental and physical powers are constantly employed, one great thing to guard against is attempting too much, which is little short of ruinous in any system.

It is at least reasonable that courses in manual training and the domestic arts should be made as obligatory on pupils as the literary course.

This is not mere theory. A very practical mechanic, now studying architecture, told me he had not the least doubt that his varied mechanical training would enable him to learn as much in shoemaking in one year as our boys did in six.

Incidental to these remarks I would like to call your attention to "Courses in sewing and cooking in the Wisconsin school," by Miss A. F. Struckmeyer, and "Manual training for boys," by Director E. J. Bending. The former were prepared for the *Annals* at my urgent request, and were published in the April number of that magazine for 1898. All are included in the new course of study of the Wisconsin school, a copy of which I hold in my hand.

The manual-training exhibit of the Wisconsin school is a practical demonstration of what I have always claimed for manual training, and yet it is no more than other schools for the deaf of the country could do at a little extra cost for the right kind of instructors and equipment. It is very gratifying to know that a number of the schools are already adopting manual-training courses.

I do not wish to be understood as deprecating the trades, but believe that pupils should be better prepared to take them up. And this suggests another thing, that all industrial training in school is necessarily of an elementary character, just the same as the literary work.

Were our schools trades schools, reasoning like this would not apply, but I do not regard them as such, but as educational institutions.

From study and observation of the industrial departments of our schools, I would like to close with a few remarks and suggestions which seem to me essential to the enlargement of their usefulness and the future success of those who receive their training in them.

In the case of large schools I am inclined to favor the plan set on foot by the Mount Airy school of placing the manual training and industrial department under the direct supervision of a superintendent or director, qualified both by education and training for such work. There should be a more

general diffusion of industrial knowledge as regards history, processes, and labor organizations. The instructors in the industrial departments should be graduates of the higher grade manual-training schools or institutes of technology. A larger introduction of modern machinery and appliances is necessary if the work of the shops is going to be kept up to date. For various reasons industrial instructors should be members of the teachers' associations in the various schools, the idea being favored by a majority of principals and superintendents, so far as can be learned. A "question box" could be opened in connection with this section to great advantage. More attention should be paid to agricultural branches where it is possible, since a large proportion of our pupils engage in such occupations after leaving school; and, lastly, it has occurred to me, that the establishment of a trades bureau in every important school for the deaf would be a good thing.

By such means the school authorities could be kept in constant communication with the heads of the various industrial establishments in that part of the commonwealth where the school was located, and thus be enabled to give many a worthy young man and woman a start in life that might otherwise be lost. Such a bureau would save thousands of dollars as an outlay for trades teaching, while those for whom it is made could be better fitted for mechanical pursuits through the actual conditions that prevail in industrial establishments and elsewhere.

Mr. Robinson then called for discussion and Mr. Hecker asked Dr. Crouter to explain the operation of the trades bureau at Mount Airy.

Dr. CROUTER. I desire to say that Principal Walker has addressed a circular to all our former pupils inquiring in regard to the trades they are following, and inviting suggestions from them in regard to our own work in the way of preparing them for life. The responses to these circulars have enabled us to come into closer relation with the industrial department. We also try to help our graduates to positions, both in Philadelphia and outside of the city. We try to lend a helping hand to boys and girls and aid them in obtaining and keeping a position. It has often occurred that when some of our graduates have been laid off we have gone to the management in regard to it, and as a result our pupils have been



reinstated in their positions and the hearing people have had to step down and out. Something has been said by Mr. Robinson that I would like to touch upon.

We think our department is thoroughly organized. Mr. Walker is at the head of this department. He looks after this department in every respect. All the instructors are under his control, the same as other teachers are under the control of the superintendent. The trades are taught in a systematic way, just as things are in every other department of the school. The pupils enter school at 6 years, but do not enter the trades department until they are 10 years of age. Pupils are first under the sloyd system. They proceed very rapidly, and we have ten or twelve trades, and the result of this systematic work is gratifying in every way. It has, I am sure, elevated our teaching in a remarkable way. We had a two years' course for graduates to remain and complete after completing the course in school. For the first time we have added a month more for the boys who graduate in our industrial department. This course is eleven months instead of ten months. There were twenty-five boys in the industrial department during July. During this month great care is taken with the work. The only difficulty we have is that of obtaining positions that are suitable to their training and condition.

Dr. DE MOTTE. I think that if pupils are all right that it will be an aid in securing places. It sometimes turns out that our pupils are not reliable and can not secure or hold their positions.

Mr. J. A. TILLINGHAST. It might be interesting for you to know something of the industrial work in London schools. Mr. Nelson is now superintendent of these schools. He has succeeded in securing from the London school board this arrangement: About thirty graduates of this school are provided annually with a £20 scholarship, which is equal to about \$100. Each pupil upon graduating receives a £5 scholarship and is put with some good mechanic to learn a trade. The object of this money is to pay this man while the pupil is learning the trade. They are going to try this to the extent of thirty pupils yearly. They will be paid every year for five years until they have learned the trade. That is what they are going to do in London.

Dr. WILKINSON. This whole subject of manual training has been very dear to my heart, as you all know who have read

the California reports. I have always looked upon the training of the hand not so much as a means of support as of developing a sound mind in a sound body and the making of a perfect man. I have paid a good deal of attention to it, in theory at least. You will remember an article I wrote on this subject years ago. You know my idea was to have the hand trained. Dr. Crouter is right in adding bricklaying and blasting and all other trades which are useful as a means of support. It is right, as it is a means of making a livelihood, because the trades and occupations of deaf children are somewhat limited.

It delights me very much to find that the London school board is following our example. We have the same thing. We have scholarships given to them—the first year \$25, the second year \$50, and so on. Some years ago I suggested to my board that the pupils should have an opportunity to perfect themselves in a trade. I suggested that they select promising pupils, who take a two years' post-graduate course. That is what we call a Strauss scholarship, and that plan has been carried out.

I think Mr. Robinson spoke of our work as being preliminary, and that is true. We do not stop to think how little time our pupils have. Many people wonder why we do not turn out skilled workmen. Suppose a pupil is with us for thirteen hours a week, and forty weeks each year, saying nothing of interruptions, it would be five hundred and twenty hours only each year. Now, that would be equivalent to sixty-five days of eight hours each.

Suppose seven years in the shop after they are 12 years of age, and that makes four hundred and fifty-eight days that the pupil has in the shop. Now, to suppose that in that length of time you are going to turn out skilled workmen is the sheerest nonsense. It would be only one and a half years, and that is too short a time for any trade. This post-graduate course gives them three and one-half years, and the result is very satisfactory. The choice of trades is something that I should like to have discussed, as it is a very difficult matter to settle. It is especially difficult in small States. It is a question with us as to the trade best adapted as a means of livelihood, for our opportunities of placing pupils are limited.

Mr. DOBYNS. I would like to ask Dr. Wilkinson a question, and that is whether he thinks that local conditions will decide this matter of a choice of trades.

Dr. WILKINSON. Yes; I think local conditions will always decide this matter. There are demands for certain kinds of labor. In California we find that woodworking is best for them. It offers the best facilities for any young man. Whether in the city or on the farms, he can work as a carpenter and in other occupations. There is always something to do in woodwork. We are all using printing, but what outcome is there in printing? In these days of machines typesetting has become a lost art. The printing, it seems to me, offers few facilities for future employment. Still, some have obtained good places. It is generally in country printing offices. There is another question to be taken into consideration. The printers themselves say they are the worst lot of fellows in the world. I do not know how it comes, and I never found a satisfactory explanation for it. Of course, a job in a printing office of a weekly paper is all right. Whether we can use printing to the same extent we have is a question for consideration.

Dr. Crouter referred to the sloyd system. I can not see the advantage of the sloyd system over the Russian system. Some years ago I made a very careful investigation of this matter. I came East and visited all sorts of industrial departments, and I went back impressed with the Russian system. It is simply carrying into the shop the method of the class room. Every trade can be reduced to certain forms and mechanical principles. You take woodworking. Everything in it can be reduced to the sixteen fundamental forms. Our pupils are put upon these fundamental forms and it takes them two hundred and forty hours to go through them. It does not give them a knowledge of carpentering, but it gives them an idea of it.

In the Russian system when they go through one set of these forms they go to another shop, and so on until they get five of these fundamental trade forms. Before they go out into the world they are through all of them. We have to introduce practical work so that when they finish they can do practical work. I would like to know the advantage of the Sloyd system over the Russian system. There is one thing in Mr. Robinson's paper in regard to the position of members of the industrial corps of instructors. I think I would not favor his idea. Where are you going to stop? The baker and the cook are all teachers in a certain way.

Mr. Clarke moved either the closing of the discussion or the omission of the remaining papers from the programme.

Dr. Gordon moved as an amendment that the order of the day be taken up. The amendment was accepted and the motion carried.

#### TRADES FOR OUR RURAL PUPILS.

[By John E. Ray, North Carolina.]

It is not the object of this paper to enter into a full discussion of the subject of trades teaching, nor even to point out all the needs along these lines. My modest aim is simply to call attention to some of the tendencies in our profession which seem to the writer to be unwise, and to raise a note of warning against such tendencies. I think the most conservative of us all will readily admit that the trend of our deaf population is toward the towns and cities. Well, as to that, the leaning of all our people is in that way, as witness the growth and multiplication of cities which in some parts of our country spring up almost as did Jonah's gourd—in a night. And so one may argue that it is natural, or at least to be expected.

Suppose I grant this; still is not the trades teaching in nearly all our schools for the deaf of such character as to stimulate, if not to make necessary, this state of affairs?

I have been looking over the January Annals and noting the nature of the trades indicated as taught in our schools. I give you a few illustrations: Out of 52 public institutions which teach trades at all, I find 39 teaching printing, 37 shoemaking, 37 cabinetmaking, 29 drawing, 13 tailoring, 10 baking, 9 gardening, and 5 farming, and not one dairying. And yet 37 of these institutions are located in the South and the West—in sections where at least three-fourths, if not nine-tenths, of the pupils under instruction come from country homes, where farming, gardening, and dairying are the only industries known outside the house. And these pupils would naturally return to the country after graduating if they were not educated out of it.

Now, just think of it! Nine schools out of thirty-seven in the West and South giving their pupils any opportunity to learn anything about gardening, and only five even making any pretensions toward teaching farming. And I wonder if the five which are credited with teaching farming are not just a little like at least one of the nine said to be teaching gardening, of which I have some knowledge—slightly disposed, though unintentionally mayhap, to cast discredit upon the very calling which should be most emphasized! In other words, are

we not disposed to put the brightest and best boys to learning the "more respectable" trades, "while rag-tag and bob-tail"—oh, just anybody—those who can not learn to paint, or draw, or set type, or make a livelihood at one of the better crafts—are set down among the "garden hands" or the "clodhoppers?" And in this way do we not cast reproach upon the very handicraft in the learning of which we might hope to see more of our graduates with healthy bodies, strong muscles, happy hearts, and comfortable homes? And in the course we have pursued are we in any wise responsible for the large number of idle, discontented, roving, deaf men lounging about our cities or tramping to their death upon the railroad track? Is there not some way to arouse the consciences of those of us who have not done our duty, if such there be, toward the little immortals committed to our care the greater part of their minority, but have simply contented ourselves by following blindly in the footsteps of our predecessors, and not for once stopping to inquire what is to become of the boys and girls placed under our charge, not alone for mental training, but also for the responsibility as to how they are to maintain themselves and feed those dependent upon them?

Brethren, halt! Right about face! Let us give more thought to the "bread-and-butter" side of the problem. I know it is a sordid, groveling side in the eyes of many; but after all is it not the practical side, and the one upon which some of our pupils may have to look in dismay sooner or later? And is it not the end toward which most of us have to strive?

Does some one say this is all impracticable? Why? Are our schools located in the hearts of the cities? Then let us sell out and move to the country, or at least let us get into the suburbs, where we can get enough land for the purpose.

And do you say that our pupils are away from school at the time when the farm and garden most need attention and the pupils most need instruction? Well, yes; these are practical difficulties; but there are always those who can be kept through the summer if need be, and these can aid in "laying by" the crop, harvesting the grain, etc. Others might be brought back earlier in the fall if necessary; or, if the suggestion made by my good Brother Dudley, of Colorado, sometime ago, of giving our pupils a post-graduate course or extension of time for further industrial instruction, should be carried out, we might constantly have these pupils for such emergencies.

I take special pleasure in referring you to the school for white deaf children in my own State (North Carolina), which is under the superintendence of my good friend Superintendent Goodwin, as one where gardening and farming are taught most successfully, and to the Kentucky school, which has one of the finest gardens in all the land.

In the South particularly truck farming is receiving much attention. Large communities which were sparsely settled and in poor condition a few years ago have grown into prosperous villages and thrifty neighborhoods within the past few months. People from the North, from the West, and from Europe have moved in and converted whole townships into busy, thriving, pulsating masses of humanity. The raising of berries alone along one short line of railroad in North Carolina has reached immense proportions, and the shipments amount to thousands of crates daily. What was once regarded as the least desirable section of the country has become one of the most prosperous; and even one part, over which I am told if birds wished to pass years ago they found it necessary to carry their rations with them, has been made to "blossom like the rose," and one finds there the largest peach orchard known save one, and grapes and berries and vegetables are shipped by train loads.

Now, for such work as this, for which the deft fingers of the deaf would seem to be peculiarly fitted, and for floriculture, landscape gardening, dairying, etc., why shall we not fit our pupils? And why shall we not teach our pupils in these branches where they may hope to secure positions which will place them where living expenses are merely nominal, instead of practically forcing them to follow some mechanical trade which will drive them from the fresh, pure air of the country into the crowded, dusty city, where it will cost them from three to five times as much to live and where there is already most serious congestion, and where competition is so much against them?

It will be noticed that I have not argued against the various trades taught in our schools. I had no such desire. They are very good. But let us not confine ourselves to them, and particularly do not let us force our pupils who come from the country to learn these and no others; and let us not put our pupils where they are placed at the greatest disadvantage in the great centers of congestion and stagnation. The moral question, too, is worthy of consideration, but I desist.



## MANUAL TRAINING FOR THE DEAF.

[By E. J. Bending, Wisconsin.]

In presenting to this assembly an article on manual training there are several obstacles one has to contend with on account of the work being a new departure in the schools for the deaf.

First. Any change in the system of education is generally met with disfavor.

Second. The majority of teachers of the deaf are under the impression that they now have manual training in their schools.

In regard to the first objection I will say that manual training is no longer an experiment. It has proven itself an essential to the curriculum of any school of engineering, technology, and applied science. In all the larger cities it is now a recognized part of a system (not a system apart) of the public schools, to say nothing of the independent and private schools devoted entirely to manual training. I have only to cite you to the Brooklyn, Boston, Chicago, Cleveland, Louisville, Kansas City, St. Louis, Toledo, Dayton, and Philadelphia schools, with which you are familiar. Their maintenance, success, and support can not but prove my first point. Their growth has been slow but healthy, dating back to 1836 in European countries, and to 1853 in the United States, when a free school for the youths of Worcester, Mass., was endowed with \$500,000, its chief object to be the education of the mind through the long-neglected members, the eye and the hand, and secondarily to prepare them to meet the practical side of life. It was fully equipped for the different branches of mechanic arts and drawing. From this start, with many a hitch and strong opposition from men whom it was supposed had broad intellects, the new system of education has sprung up in this country.

The second objection is harder to eradicate. In every deaf school there is a system of trades teaching, which must not be confounded with manual training. In the latter there is no attempt to teach a trade. The objects are entirely educational. If a boy wishes to follow a trade he has the foundation of several to choose from. We teach him to be a skillful workman in anything he does, and all he then requires is a little practice to become proficient in any one. His brain is developed, and he has the power to do as well as the power to think.

Manual training is but the extension of the Froebel system, an advancement of mental training with those undeveloped parts (the hand and eye) as mediums. A system of education



without manual training is as far behind the requirements of the present day as would be the old stage coach compared with our elegant passenger trains. The former was good in its time, but could we go back to it? You must not forget the strides that have been taken in everything but educational lines.

To those whose only hope of learning is through feeling and seeing manual training is a boon. The system of confining the boy to one special trade is like the old coach system—it was good in its day, but we have long since outgrown it. It confines the boy to a narrow, poor-paying field from which he can never hope to rise.

Within the last few years there has been almost a revolution in all trades. The old adage, "Jack of all trades and master of none," will not hold good at the present day. He must be master of all to be the practical mechanic of the nineteenth century, and to confine the boy to the old system is doing him an injustice.

I once heard a gentleman addressing an audience. In the course of his remarks he said: "We do not need manual training in our schools for the deaf; the boys get all the manual training they need at home, and more, too, by following the plow." Bless his dear soul! I felt like thanking him for his broad ideas, and recommending to our superintendent that he purchase a yoke of oxen and a plow at once, so our equipment at the Wisconsin School for the Deaf would be complete. Yes, plowing is manual training; so is digging in the ditch, but how many of you want that kind of an education? Is this progressive? Is it a broad education? Will it educate the whole boy? If you want the plow, teach the boy the underlying principles upon which the plow is constructed—viz, wood-working and forging—and his lessons amount to something. He has the chance of becoming a skilled mechanic in a good field, or of becoming a manufacturer. In the plowing he is not much better than the animal that draws the plow, while in teaching him how it is constructed you reach the intellect, and if necessary he can use that plow with much more skill than the average boy who has followed it for years and who had no training with the eye and hand in conjunction with the brain. The case of the plow will apply in any other case. I merely take that as an example, because I could not help but pity the man who said it.

I have another man in mind who has been a prominent educator for many years, and when an appropriation was asked

for the mechanical laboratory he was very much opposed to it and said, "We did not have such things when I went to school," and opposed the cooking and sewing in the schools for the reason that when he was a boy the mother used to teach the girls such things. Strong arguments, are they not? He is living in the past, and forgets that it was sixty years since he was a boy, and does not know that the education that would fit a young man to cope with the problems of life sixty years ago will not do it now. Many things have changed since then, and we daily come in contact with many things that were not thought of sixty years ago.

I am of the opinion that manual training in schools for the deaf is more of a blessing than it is in our other schools, for the reason that these boys, being deprived of their hearing, are barred from many of the callings and professions that others enjoy, and a general knowledge of mechanics must be an advantage to them after they have left school and taken up life's battles for themselves. The fact that they are deaf does not in any way impair their sense of thinking and reasoning; and with these mechanical ideas would it be unreasonable to expect some time in the future to find among these deaf boys another Watt, Stephenson, Bessemer, or Edison?

I will now endeavor to give you some idea of the work and its aims and objects. The manual training work for boys from 9 to 12 years of age consists principally in the making of a series of small objects from wood, based upon geometrical figures and solids, and involve in their construction the use of the rule, pencil, compass, try-square, gauge, and knife. It has been arranged, both as to exercises and models, upon educational principles. The models have been placed in order from the simplest to the most difficult, and the exercises involved are so arranged that the intelligent execution of each shall depend in a measure upon the knowledge of those preceding. The lessons must be as carefully prepared by the teacher as lessons on any other subject. A mere glance at the models can give no idea of the educational value of manual training. It is only when the exercises and their relations to each other are thoroughly understood that its possibilities are revealed. The different steps and their relations to the work as a whole should be carefully kept in view. The pupils should not be told when it is possible to lead them to observe and reason for themselves. They should be taught to depend

upon the knowledge they have already acquired from preceding exercises to express their thoughts and observations and apply them to the lesson under consideration.

Before constructing each model a working drawing of the model is made by the pupil, and this drawing is to be used by him in laying out and making the model, and these mechanical drawings are to be followed throughout the entire course.

In learning mechanical drawing he is learning a universal language. A mechanical drawing made in the United States by an American may be sent to Germany, France, or any foreign country, no matter what the language, and it would be understood at once. It may well be termed a universal language.

Now, let us take up one of the more advanced exercises and follow the boy through with it. He has dressed out the stock to  $1\frac{3}{4}$  by  $\frac{3}{4}$  by 12 inches long. It is sawed in two in the center and makes two pieces 6 inches long. He is now required to make a through mortise and tenon, the mortise to be  $1\frac{3}{4}$  by  $\frac{3}{4}$  inches in the center of one piece, the tenon on one end of the other. As we do all our gauging from the face side, what must we set our gauge at to lay out a  $\frac{3}{4}$  mortise in the center of a  $\frac{3}{4}$  piece? There are  $\frac{1}{16}$  in  $\frac{3}{4}$  inch; there are  $\frac{6}{16}$  in  $\frac{3}{4}$ ;  $\frac{6}{16}$  being half of the whole, we must subtract 9 from 12, which leaves 3, so we set our gauge at  $\frac{3}{16}$  and gauge one side of mortise and tenon. Now we have had a little sum in subtraction.

We wish to gauge the other side of mortise and tenon, so what will we set our gauge at this time? As we have gauged off  $\frac{3}{16}$  inch to reach the other side of mortise we must add the  $\frac{3}{16}$ , which is  $\frac{6}{16}$ ;  $\frac{6}{16}$  and  $\frac{3}{16}$  are  $\frac{9}{16}$ . Set the gauge at  $\frac{9}{16}$  and gauge—a little sum in addition. So we find that the boy is working in mathematics; he is learning practically to apply mathematics. But what else is he learning? Our teachers all remember how many cut fingers we had when we first started in with manual training. They may have thought it rather barbarous, or carelessness on the part of the instructor, but let me assure you, whatever it might have been, the boys were learning a good, practical lesson. He soon found that he could not use sharp-edged tools without having his whole mind and thought concentrated on his work. Let the boy allow his attention to wander for a single moment and his unsteady hand has made a false stroke and the exercise on which he has spent hours is ruined. The teacher rejects it. He must try it again. He must work to the lines. He must

be more accurate in his measurements, for the unerring rule and square detect the least imperfection. He is learning accuracy. He goes to his task more determined this time, for his little neighbor has finished the same exercise and has commenced another. He is anxious to try his hand at the same one. He succeeds this time. He is learning self-control and perseverance. All these things are a help to him in the class room. It is easy to lead the boy in things that interest him. He is interested in tools and he is interested in things that he can make with tools.

When he takes up the work at the turning lathe he experiences a pleasure in seeing the rough piece of wood assume some graceful form. Here the eye becomes accustomed to proportion, for he must in a great measure depend upon his eye to shape his work.

The training given by the shop work in its different phases cultivates and strengthens the pupil's powers of observation, of thought, of application, and cultivates habits of precision. It gives direct and systematic development and education to the powers.

As he advances in the woodwork to pattern work we find that it requires more careful thought and study, a steadier hand, and better workmanship than any other branch in the woodworking line, and this is so closely allied with the molding that one is not much without the other. Taking the two as a whole, I am of the opinion that it has more of a tendency to lead up to the inventive than any other part of manual training. From this he advances to the forge room, and here he finds that there is still a necessity for having his whole mind on his work. Here he has three things to handle at once—hammer, tongs, and material. He must watch well his iron or it is too hot or not hot enough. When the iron is taken from the fire and thrown on the anvil he must strike a quick and well-directed blow in order properly to shape the piece before the iron cools or it necessitates another heating. By the time he has taken the whole course in manual training he has become self-reliant. He has formed a habit of concentrating his mind and better applying himself to whatever he may undertake.

We do not teach any one particular trade, but aim to give the boy a fair knowledge of several trades and the use of tools and material used in these several trades, or, in other words, a fair insight in general mechanics and principles used therein.

The work in the mechanical department is fascinating and

appeals strongly to the boys. They leave desk and class room eager for the work here. In a measure they throw off the restraint that is required in the class room and find the work restful and at the same time good exercise.

And now a word for the girls: They should have an equal chance with the boys in their own special line of work, for they must in the future preside over some of the homes, and how much health and happiness depends upon properly prepared food, well made and mended garments, a neat and tidy home.

When every town and city has adopted manual training the first step toward solving the servant-girl question will have been solved, because skilled labor can always demand just compensation and command respect and dignity.

Edward Atkinson, one of the foremost economists of the day, estimates that over a billion dollars' worth of food material is annually wasted in American kitchens. This is another evil the manual-training schools are working to overcome. The cooking taught is wholesome, appetizing, and is economical—good for rich and poor alike.

#### GENERAL WORK IN PRINTING—JOB WORK A SPECIALTY.

[By F. C. Larson, Wisconsin.]

Printing has long been regarded as one of the most desirable trades to be taught the deaf. It is not only a good trade for the pupils to learn, but is a factor of no small importance in the literary education of the boys and girls. The printing office has been called "the poor boy's college," and it is well named, but if the college is to do its work, the typesetter must be anxious to learn. There is no occupation which requires such care on the part of the learner. In order to conduct a printing office successfully there must be first, a well-equipped office; second, a competent instructor. In the schoolroom the best text-books, charts, maps, etc., are used. The old time pedagogue worked under all manner of disadvantages, and though we are inclined to surround him and his tasks with a poetical halo, permitting distance of time to lend enchantment to the view, the facts of the case are hard enough. A school-house in such a condition that rain and hail had free entry the desks and seats of the most inconvenient description, text-books as interesting as the dictionary, had no bright thing to make school life a pleasure.

But glance at the conditions of the present time. The idea that knowledge must be gained and health take care of itself, has been superseded. Witness comfortable schoolrooms and the banishment of the screaming, protesting slate pencil. Save time. No more hours of fruitless studying of abstract theories, but make mechanical demonstration of these theories which enables the pupil to grasp the fact firmly and quickly. These principles apply strictly to the equipment of a printing office in an institution for the deaf. Give us modern appliances—the best the land affords can not be too good—that instruction given may be obtained in the least amount of time.

It is certainly just as essential that the printing office should be equipped with the best material, latest type, and improved machinery, such as is found in any modern and up to date printing office. We live in an age of progress and we should be keenly alive to that which will place us foremost in the ranks of the profession. The hand press has had its day and now it is the cylinder and perfecting presses capable of making thousands and tens of thousands impressions an hour.

The apprentice, on entering the printing office, first of all is initiated into the ranks as "devil," beginning at the bottom, doing the "dirty work," such as washing the rollers and presses, sweeping out, etc. Next he is instructed in plain composition, distribution, and presswork, and as he gains in proficiency, work of a more difficult character is given him, until finally he is initiated into the intricacies of the various designs of job work. Each apprentice should be qualified as an all-round printer before he leaves the office to start out for himself, able to do anything from straight typesetting to fine job work, and with a command of the mechanical details of the office; and to attain this end the instructor must be a capable and practical printer of wide experience, informed on all branches of the trade. To impress the many object lessons upon the minds of the students the instructor should devote all of his time and attention to his pupils while in the office and have no other duties to perform.

A clean proof as the result of a careful distribution, is a lesson of importance; put special stress on the importance of even spacing, having the lines the same length and the spaces evenly divided; that a stick should be read and corrected



after it has been filled. The tendency is, I find, to become rapid compositors and have no thought of a clean proof; but here is where time is lost, for so much time is consumed in correcting the "dirty proof." As nearly as possible let each pupil correct his own proofs. It is not always the fast compositor that is the successful printer, but rather he that is careful and thorough in his work. Making up forms and running the presses are next in order, and both are important branches; in this connection instruction should be given as to how rollers are to be cared for and kept, also how ink is to be treated and the result of blending colors, etc.

Every tool and piece of material in the office should be called by its proper name and all the cases labeled, giving name and size of type, and thus pupils will be able to become acquainted with the various fonts of type and their relative sizes.

Since the introduction of typesetting machines it would seem better to run the institution printing office and instruct the apprentices on the lines of first-class job offices, where the machines are not so liable to intrude, and where our pupils are most likely to secure employment, for good job printers are always in demand. Then it is of more importance to be a job printer than a compositor, and as it takes more time to teach job printing more time should be devoted to this department of the trade and less to straight composition. If need be let the issues of your paper be less frequent; if now a weekly, make it bimonthly or even monthly. Do all the work for your own school and solicit work from the other institutions of your State. I don't think it advisable to solicit work from the business houses of your city, as the local offices are entitled to it.

#### HOW SHALL THE PUPIL'S TIME BE DIVIDED BETWEEN SCHOOL AND SHOPS.

[By F. D. Clarke, Michigan.]

As a young teacher, enthusiastically interested in the mental development of my class, I used to think that all of the best part of a pupil's time should be given to school work, and that any odds and ends of time were enough for his trade. Like many another idea which I had at that time, this one has been gradually changing, and perhaps there may be those who think that I am now as far wrong in favor of the "shops" as I was then in favor of the "school."

In this paper I shall treat only of "trades teaching" and not of "manual training," "sloyd," and other exercises of this sort which are taught to young pupils. I do this not because



I undervalue such exercises, which have a very important place, but because my time is too limited to do justice to both subjects.

In the information kindly put into my hands by Mr. Warren Robinson as an aid in preparing this paper, there is nothing bearing on one important point: At what period of the school life should instruction in a trade begin?

There is, you see, a division to be made not only in the time each day, but in the whole school time of the pupil—the number of years he is in school.

It is at once plainly seen that many circumstances must enter into the settlement of the question. The most important is the number of years that a pupil is allowed to attend school and the age at which he is admitted. A division that would be wise in Michigan, and which with the abundant time allowed there might work well, would not suit another State at all.

We have decided that about 12 or 13 is as early as a pupil can be put to work at a trade with profit. As our pupils come to us at 7, this exempts them from all shopwork for the first five years. Of course, there are exceptions to this rule, as many of our pupils do not enter until long past 7.

Our school is divided into two departments, the primary and advanced, which are sharply marked by the fact that one of them goes to school morning and afternoon and the other only morning or afternoon. In fact, they are constantly spoken of as "all-day" and "half-day" classes.

Our all-day classes are grades 1 to 5, and the five hours spent with the teacher are, with the younger ones, all the school work they do. As the pupils advance the power of studying away from the teacher is gradually acquired, and the time spent in "literary" studies is increased by the evening study, at first only half an hour, but gradually longer.

We find five hours a day—twenty-five a week—none too long. The time is broken by an hour and a half at noon and by a few moments for physical-culture exercises in the middle of the morning and again in the middle of the afternoon.

In addition, much time is spent outside of the schoolroom. Walks must be taken to furnish subject-matter for language exercises. Rooms, halls, houses, and grounds must be measured for map building. Capes, islands, bays, etc., must actually be seen to be realized by the children. Geography at first must be largely studied out of doors. Our best teachers in

pleasant weather have a great deal of business with their classes outside the schoolroom. Then there are several of the kindergarten occupations that we use with young classes, physical-culture drills, drawing, etc.

When ready to enter the sixth grade our pupils, as a rule, have considerable mental development and a very decided opinion as to what trade they wish to learn. Our aim is to teach them a trade thoroughly, so thoroughly that they can go into a factory, or wherever that trade is followed, and take a place without asking any favors.

We consider it also very important that they should have acquired the habit of industry; that they should know what it is to work for hours at a stretch without an interruption or a rest. We consider this training in steady work as important as any other part of the training that we give them in the shops. The only way that we can do this is by working long hours in the shops. Our pupils work one week from 7.30 to 11.30 a. m., and the next week from 1 to 5 p. m., and every Saturday morning. These hours are hard on them at first, and much judgment has to be exercised in excusing beginners during the first few months, but by spring they can all work four hours at a stretch without undue fatigue. If it were not for disarranging domestic affairs, we would lengthen this to five hours, or a workman's half day.

The result is that when they really begin work they quickly become accustomed to working a whole day, and, as a rule, are steady workmen, who keep their places, though we have had some complaint that they want a holiday on Saturday afternoons.

The only school that has as long shop hours as we do in Michigan is the Utah school, whose shop time is thirty hours a week, ours being only twenty-four. Wisconsin keeps its advanced classes three and one-half hours; New York, western Pennsylvania, Nebraska, and Hartford use three hours a day in the shops. If this is an unbroken period possibly it may be long enough to establish the same habit of steady work, which we find four hours none too long for. The majority of schools give two and one-half hours to the shops, and some of them only one and one-half hours. I can not see how they expect to accomplish much in so short a time.

There is another point that needs debating. Some pupils learn their chosen trade perfectly before they are ready to

graduate from school. Some, on the other hand, can pass a graduating examination before they have learned any trade. What is to be done with these?

Keeping constantly in mind the fact that the school is for the benefit of the pupils only, we have tried some experiments with the classes. Where a pupil knows his trade, and is far behind in his studies, a little judicious encouragement will usually induce him to learn another trade, and so have two strings to his bow. This second trade is generally mastered with surprising quickness, and this way out of the dilemma works well. One or two pupils who were fitting for college, and who were well up in their trades, have been allowed this shop time for extra study. In some cases this worked well, and in others it did not. It is a dangerous experiment, unless some teacher oversees the study during shop hours.

We have had several who wished, after being prepared to graduate, to spend another year entirely in the shop. The trouble with them is the evening study. Having no lessons, they are out of place in the study room, and had no other place to spend the time between supper and bedtime. Some, too, have shown a disposition to avoid Sunday exercises, but this has not been allowed.

A thorough mastery of a trade is so important to a deaf boy or girl that such slight troubles as these have been gladly borne when the effort in the shop was earnest.

In conclusion, I desire to say that it seems to me that instruction in a trade should not begin until the boy or girl is at least 13 years old, and sufficiently developed to use the tools of that trade fairly well; that the time given to it should approach a workman's half day and be in one period; that pains should be taken to give every pupil the habit of working steadily; and that, if necessary, a year, or even two, should be devoted to exclusive trade instruction, where it seems to promise good results,

#### BARBERING AS A TRADE FOR THE DEAF.

[By William Nurse, Ontario.]

Ladies and Gentlemen: It may not have suggested itself to you before, so in the interest of the pupils of our schools I respectfully submit the question, Why do not more of our graduates take up the trade of barbering? It is a trade easy to learn, the work lies right at hand in every school and in

sufficient quantities to keep from one to three boys busy every day after school hours, and it costs little for needed articles and appliances. I can only suggest in answer: (1) That the value of the trade is not properly estimated. (2) That sufficient proper appliances are not provided. (3) That no qualified instruction is given. (4) That where opportunities for learning are given the limits are too narrow.

I am aware that in most schools one or two pupils give their attention to the needs of the boys in this direction, but as far as I can learn few put their training to practical use when they leave school, and I believe that the reasons specified above may be the cause of it.

To make the trade of practical benefit to our boys, it should receive as much consideration as other departments. A room should be set apart and proper chairs and other appliances that form a well-appointed shop should be provided. A qualified instructor should be put over it, as with other trades. The methods of the self-taught will usually be found crude and lacking finish, and a few lessons from an experienced person will help a boy more than he can gain by months or even years of self-practice.

From the ease with which the trade is learned many hearing young men are taking it up and are crowding each other. For this reason I would advocate that it be used as an auxiliary to the other trades taught, and that, instead of one or two boys being allowed to do the work, every handy boy in all our shops should be given a chance to gain practice. If one or two boys were drawn from the other departments, each for a few days in turn, the value of the trade would acquire a broader scope. In connection with the shoe and tailoring trades I consider that it would be specially useful, as both are indoor trades and require little capital to start upon. A boy trained to run a shoe-repairing shop and serve a barber's chair in addition would, I believe, go out as well-fitted to gain an independent livelihood as could be desired. In many small places there is not sufficient custom to support a barber or shoemaker separately, but for a hand trained in both trades a respectable living could be assured.

The work of an instructor would be light. There would be no cutting out or preparation of work required, and to supply the need of qualified instruction I would suggest that someone already in the employ of our schools get the necessary training and take it up after school hours, in addition to his present

duties. To get the training necessary would not be difficult. A training of the hand and eye in any trade gives a general idea of the underlying principles of all, and to take up another trade, especially such an easy one as barbering, requires only the mastery of details and practice.

If the above suggestions are carried out, the question would be met at little extra expense to our schools, and a valuable addition to the industrial departments would be created.

#### TRAINING SHOEMAKERS.

[By Parley P. Pratt, Michigan.]

To be a successful teacher of shoemaking, a man must be a well-educated shoemaker with plenty of patience and firm kindness. He must have some knowledge of geometry and chemistry and some shoe-factory experience, and especially a thorough command of the sign language.

He must understand pattern drafting from lasts. He must be accessible to the boys at all times, and he must understand how to help the boys control their tempers.

He must, if possible, prepare a course of work for five years or more. These courses will tend to make the boys almost finished workmen.

He must not take any work from the boys and finish it himself. He must remember that he is appointed to use his knack of training shoemakers.

He must understand how to show the boys how to keep machines and tools in good order; by all means, he must see that the boys do not meddle with machines and tools.

He must write lesson questions on the slate or give a short talk once a week and do all he can to help the boys get well posted on general information relating to the art of shoemaking.

He must encourage the boys to read the publications and catalogues, from which they will learn many useful little things. He should receive as good a salary as the male teachers in the school.

The shop should be well supplied with modern equipments, tools, and drawing instruments.

Before going into the shop the boys should have learned some mechanical and free-hand drawing. This branch is very important.

Shoe repairing and custom work require more judgment and more skill than formerly, because factory-made shoes are not alike in make.

Now, I would select a boy who has learned simple mechanical drawing, and send him to the cutting board, and give him a last and show him how to draft a pattern from it.

If after a few lessons he begins to understand the work, he may send the fitted uppers to the laster. Let him use his judgment to detect any faulty part in the upper on the last. If he sees that the upper does not fit the last he should correct the original pattern, from which he drafts a complete set. He then may cut and file iron patterns. When he has finished a year's course he is sent to another job. Each advanced boy should have a helper.

Lasts are made in various shapes, hence patterns must be drafted to fit them.

If a boy continues on welt work till he has finished about twenty-five pairs of shoes, he is then put on another course (turn work). It is good for each boy to have a helper.

I have some girls taking lessons in upper fitting. Some of them ask me if they should fail to get work in a shoe factory what they can do. I say, "Go and try a hat factory or buggy trimming." The understanding of operating machines opens several roads to them.

#### DISCUSSION.

Dr. FAY. I should like to say a word in regard to Mr. Ray's paper. It expresses an opinion that the tendency among the deaf is to congregate in large cities. I have heard others say the same thing. I used to think the same thing. But the censuses of 1880 and 1890 show that a great majority of the deaf are to be found in the villages and the rural districts, and that the supposed tendency among the deaf to congregate in large cities does not exist. In some respects the census returns are not reliable, but I think that in this respect they are correct. Of course, this does not detract from the argument of the paper, but strengthens it. If the life of the majority of the deaf is to be spent in the country, then we ought to give them a training that will best fit them for that life.

Dr. GALLAUDET. I want to take a few moments of the time of the convention on this subject. My work has been with the higher intellectual training, but I feel a deep interest in this department. I look upon it as one entitled to most serious thought and the best judgment. The most earnest effort of the educators of the deaf should be given to the interests of those

who are committed to their care. I have never ceased to be interested in this branch, for the reason that many who came to us at Washington have been, in some instances, compelled to go into the industrial lines of effort. In connection with the paper, I would like to say that many young men have become fruit raisers, gardeners, and farmers. I think their success in these lines has been helped by a higher college training. By this training they have been able to bring scientific knowledge into practice. I wish to speak with emphasis of Mr. Ray's suggestion, because it will reach and help many in our schools, even the most intelligent, who take higher training. If we can make their career better we shall have settled one of the most difficult of problems, namely, how to get people to leave the city and go to the country. If we can get the deaf to seek the country we shall be doing a good thing for them.

Mr. CLARKE. I would like to say a word or two on the paper which I read. This has become an age of specialists. Take the very illustration given in Mr. Bending's paper, that the right way to teach a man to plow was to teach him to make a plow. I want to say that is a mistake. I had the advantage of learning a trade, and I think I could make a plow. I went fishing one day, and saw a man plowing. I thought it was easy, and I went over to plow for him. The horses thought differently. It was the hardest half-hour's work I ever did. If you want a man to plow, teach him to plow, and not to make a plow. It is the same thing in any of the occupations. We need boys who go out of their school knowing their business. For instance, we speak in a general way of shoemaking, but when the boy goes into the factory they ask him what he can do, whether he can cut or whether he can draft, or what he can do. I always say this boy knows his business, and he can generally get the place. We send boys to Grand Rapids. The foreman of the factory there said to me, "I want a boy who can do the work and not tell me how to do it. We pay to have work done." I believe in manual training, and I wish every boy had manual training before going into the shop. I do not believe a deaf boy will ever do so well until he has learned a trade in all its parts. We must go on with trades teaching if we intend our boys to learn to work at trades. There is a great deal said about abandoning the trade of printing. You know there is a great revolution in this trade. We must do as suggested by Dr. Crouter, of Philadelphia. If our boys learn a trade



they must learn to do it just as well as anyone else can. One of our pupils is on a Grand Rapids paper and is one of the best printers in the State. Five graduates of printing are at the head of printing establishments.

If you teach your boys well, they will get places. If you teach them to set type and they make mistakes, they will not get a job. If you make a good printer he will get work, and if he can estimate the cost of printing he will be still more valuable.

About the choice of trades. We have a trade in the Michigan school, that of tailoring. I think it is a hard life, but we can not always select what we like. One of our alumni tells me that the girls are always able to get work at this trade. In our alumni meeting the pupils discuss this matter of trades, and they want us to keep on teaching tailoring. I have girls who want to go into the printing office, but I say, "No, unless you have a friend who wants you to work for him." I do not think it is a good place for a girl in a general printing office, and I do not permit girls to learn this trade unless they are to go to work in the office of a friend or relative.

Mr. ARGO. I want to say a few words on this subject and call attention to a lack in teaching the trades. A few years ago, when we introduced the shoe trade in the Kentucky institution, I wrote to a gentleman in Louisville who makes uppers and deals in shoe findings. He was a man who thought a great deal on this matter. He wrote me a four-page letter, and said, "I always give my foremen orders to employ a deaf man when he applies for a job." He said your institutions do not teach the trade thoroughly. He said the pupils were not exact in their work. He also said they were lazy, and that they had not been pushed hard enough in the institution. If you want your boys to make a success they must do thorough work, like other men. Last summer one of our boys went to Denver to get a job. The first thing he did was to print circulars on the press. It made 50 revolutions per minute more than our press. He could not do the work and the man said, "I will give you two weeks to learn the work." He learned to feed that press and succeeded in holding his job. I think we do not pay enough attention to details.

In the Southern institutions, I think, we are not satisfied with trades as they are taught. Our carpenters do not know anything about teaching. I sent my carpenter to St. Louis to

investigate a manual-training school. I insist that a man to handle this department should be capable of doing it in a systematic manner, and capable of instructing the boys how to work and teaching them to work rapidly. If this is done they will go out as good workers, and when they get a job they can hold it.

Mr. SWILER. I do not want to make any extended remarks in relation to this subject. I want to say that, in my judgment, the introduction of manual training largely solves, largely removes, and prepares us to solve the problems that gather around these trades schools. Printing is not what it used to be, and we can not encourage our pupils to go into the printing office. We can not prepare expert printers. The old style of making shoes is gone.

This shop is not of the relative importance that it has been in the past. I think the woodworking is growing in importance. I think in manual training we should take the boys at the age of 10 and begin to teach them to use tools. Let the exercises be in various kinds of work, such as turning and pattern making in connection with molding.

If the boys are not patient enough to sit at the workbench they will not make good carpenters, and you may provide them with something else to interest them. It is not the purpose of the manual-training school to remove the trades school, but to precede it. It is a preliminary work, and the boys do better if they have it.

There are many kinds of work you can teach in wood and cabinet and furniture work. I think this work is most valuable to our boys, and it enables them to compete with other boys. The cooking under instructors has done for the girls what the old system without instruction never could do for them.

Dr. CROUTER. This distinction that has been raised between manual training and trades teaching is a good one.

There is a great difference between the two. Trades teaching is the practical application of the principles of manual training. With instruction in manual training alone our pupils would gain a knowledge of theory, but they would fail to get the practical part of the trades. In proportion as we make them experts, so will they be better fitted for lives of usefulness. I once visited a large manual training school in Philadelphia. It was interesting in almost every department. I

put this question to them: Are you going to apply this knowledge after you leave this school? Not one boy answered in the affirmative. The school is conducted for the intellectual development of the pupils rather than for the practical value of the trades to them. I visited a few days ago a large shoe department in Philadelphia. I was astonished at the large amount of machinery. I do not wonder that boys have difficulty in getting a position.

It doesn't do to make cobblers out of our boys. A majority of the shoes are made in factories, and they are the best ones, too. The best shoes made to-day are made on what is called the Goodyear machine.

You can do better sewing on a machine than you can do by hand. I made this visit with a possible view of introducing machinery into our shop. We must keep up with the progress of machinery in the trades if we mean to succeed. We have decided to put in a machine.

Mr. F. D. CLARK. I have several boys who work the machine.

Dr. CROUTER. We teach the principles of shoemaking, but if we wish our boys to get positions in the factory we must have the best machinery. I saw 300 girls at work there and making good wages. In regard to printing, it is a trade we must handle very carefully. We must improve our plan of teaching it. We must introduce the linotype. It is expensive, but a deaf boy can learn to operate a linotype. You can teach job work. They will get jobs in the various cities. I am afraid we neglect the girls. We pay attention to dressmaking. We have a graduate of the Drexel Institute and a careful woman. She has taught her pupils to do sewing of all kinds. I would be astonished at some of it if I did not know that they did this kind of work.

The deaf child can do anything any other child can do. We teach repairing and fine sewing. They can also cut and fit. One of our girls found she could use all of her time in making dresses for the ladies of our school. I believe dressmaking an excellent trade for our girls. They do not seem to want to work in the kitchen. They think it is menial. Our girls do not care much for the kitchen. Tailoring is a good trade. We do not put boys in there who are not good for anything else. We put in good boys, and they make good workmen. They get jobs. The trouble is that tailoring is divided up. You must teach the boy to make the different parts of the garment. He

can get a position and keep it unless he is deficient in his work. You must have good teachers. We are spending \$10,000 a year in our trades department. We are going to keep abreast with the times. I believe the boys and girls who are well prepared will have no trouble in getting employment.

The meeting was then adjourned till 2 o'clock.

#### AFTERNOON SESSION.

The meeting was called to order at 10 minutes past 2 by the president.

Mr. Caldwell took the chair, and the work of the normal section was continued.

#### LANGUAGE WORK IN A PRIMARY ORAL CLASS.

[By Frances L. Glenn, Missouri.]

Language work in an oral class must run along on three distinct lines—speech, speech reading, and writing. Though each of the three accomplishments sought must be attained through a vast amount of drill along its own special line, the work must be so presented to the child that the result in him will be a harmonious whole. It is in the first year that the foundation of all his future education should be laid, and this first year's work should be such as so to strengthen and develop the mind as to render him capable of independent thought and research. The method employed in teaching language should be one calculated to actualize the knowledge gained and to render speech and writing a spontaneous expression of the child's natural mental activities, and one that will connect him with his environment and prepare him for the ever-increasing demands upon his mind's best forces.

That method which is best adapted to leading out the mind and rendering it capable of thinking in an orderly way, and of giving such accurate expression to thought that the child will in time learn to think orally, is the method that should become the keystone of the language structure.

In all essential features we believe that the system of language teaching used in the Missouri school, and explained in detail at the convention held in Flint, Mich., July, 1895, fulfills this purpose and makes language for the deaf child a part of his thinking life. It renders unnecessary the teaching of English in a long series of disconnected words and phrases,

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and instead of finding it necessary to carry in his memory all the words of his vocabulary and the forms of sentences in which they can be correctly used, the child needs only to remember what we remember—the grammatical relation of words.

All language can be classified under four heads—verbs, adverbs, adjectives, and nouns—and this classification becomes the basis of thought. This classification is for years kept constantly before the child. The four divisions are placed on the large slates with the verb, the most important word in the

v.		adv.		a.		n.	
to walk,	walked	very	nicely	a	some	sick	boy
				an			boys
to hop,			yesterday	the	few	well	ball
to fall,	fell		here	one		red	top
to throw,	threw		in —	two		small	man
			on —	three			teacher
			under —	etc.			
did not —				was —			
is — ing				is —			
will —				will be —			
etc.				etc.			

sentence, and its various tense forms written in the first space; the adverb, a modifier of the verb and adjective, in the second; the adjective in the third, and the noun in the fourth; the adjective as a modifier placed in close proximity to the noun. In the third or adjective column, below a horizontal line of separation, is placed also the verb "to be" with its various forms. It can readily be seen that with this arrangement the child will in time acquire a grammatical knowledge of the parts of speech.

This classification of words is not presented the first day of school; the pupil is led through successive steps to the place where he himself begins to feel his need of language. He is first taught the art of controlling his vocal organs in order that speech may be produced, and he is taught to write and to associate the spoken and written names of a few simple objects and actions with those objects and actions. When, after some weeks of careful drill, he has learned to do this with a good degree of ease, the classification of words begins. The four

divisions are made on the blackboard and words are written in their respective spaces—the infinitive, or the name of the action, in the verb slate; the noun, or the name of the object, in the fourth or noun slate.

At this time the use of the five columns also becomes necessary; that is, the first sentence is taught. The five columns are used in primary sentence construction, much as diagramming is used in the study of grammar. From the first, each person or object is correctly placed at the five slates, and then the sentence is written, the pupil carrying the required words and phrases, and the verb with its proper tense form over from the four slates, thus connecting the etymology and the syntax of our language.

Much care is given to the accurate analysis of sentences. The grammatical relation of the modifying words and phrases to the words modified, is carefully considered; for instance, in the sentences, "John put a ball on the table," and "A ball is on the table," the two phrases "on the table" are written in different spaces—the first phrase, as modifier of the verb "to put" is placed in the fifth column; the second phrase, as adverbial complement of the verb "to be" is placed in the second—and so on through all the niceties of analysis.

Who? } (1) What? }	was } is } What? } (2) will be } Where? }	Whom? } (3) What? }	to } at } Whom? } (4) for, etc. } What? }	When? } (5) Where? }
James .....	walked.			on the table.
John .....	put .....	a ball .....	to Willie.....	yesterday.
A ball.....	is on the table.			
Clyde.....	gave .....	an apple ...		
Maggie.....	wants .....	a doll.		
Willie.....	wants .....	to play.		

This is an important feature in language teaching, for primary language, though simple and limited in its expression, includes all language, and the rules learned during the first five or six years as sight rules anticipate the study, in later years, of technical grammar.

In presenting the first sentence, a regular, intransitive verb is used, and opposite the infinitive form is written the past tense, with the instruction that this is the word we must write in the five-column division. The "ed" taught as the sign of

the past tense, is soon dropped from the verb slate, and only the past of irregular verbs is written. The child is early expected to know that the infinitive alone written means that the verb is regular; or, as he reasons, that "ed" is to be added. This emphasizes the fact that some verbs do not form their past tense by adding "ed." The past tense of irregular verbs is always written, regardless of the tense the child is to use in his sentence. Do not understand me as saying that each verb the child needs for each day's lesson is written for him; such is not the case. He is required to remember, if possible, the name of each verb given, and only after hopeless failure to recall the name of an action is the root form written to refresh his memory. The child is thrown upon his own resources, made to do his own thinking, and to carry the result of all he learns in his mind. No notebook is given him in which a record of each day's work is kept; the record of his work is in the storehouse of his mind, to be brought forth whenever and wherever needed.

This first year's sentence work becomes of inestimable value in the formation of the reading habit. Toward the close of the first school year the sentences given each day as the language lesson are printed in the daily lesson paper. This lesson paper is published each day for the use of classes covering the first five school years, and is made up of the language work for each day. These lessons are studied, and the lessons of other grades read, at the night study hour.

The first-year pupil does not study at night, but he is supplied with a lesson paper and is expected to read his own and other lessons—as far as his advancement will permit—and be ready to read them and to answer any question concerning them which the teacher, during the conversation period, may ask. In this way the child has the advantage of the language of his own grade, and of grades above and below his own. The frequent handling of this paper, the knowledge that his name may appear in it, and the pleasure of gleaning information concerning pupils in other classes, keeps the child reading and asking questions about that which is read; thus is begun in the first year the preliminary training for the use of books.

By the time the child has learned to write a few simple sentences he is reaching the place in his articulation training where he can make an effort to speak as well as to write, and our first vocal expression of thought is gained. Before the



close of the first term of school he can give spoken expression to his thoughts with almost as much ease as he can written expression, and can read from the lips simple commands, and many of the sentence forms that are familiar to him in speech. He is also able to take new words from the lips because of the knowledge gained in his continuous drill in the elements of speech, a consideration of the details of which does not come within the scope of this paper.

At the close of this first school year he has an intelligent use of a generous vocabulary; he has an understanding of at least four tense forms of the verb, and the use, as modifying elements, of many adjectives and adverbs.

This, many may say, is the pouring in of information, rather than education; but bear in mind that it is only the framework of all this language we ask the child to remember. His vocabulary, considered as a language, or as something by which to measure his mental development, is of secondary importance. The great point aimed at is that he should know so perfectly that the rules which govern one verb govern all; that any new verb may be placed on the verb slate, and he understands, without a word of explanation, that it can undergo all the changes for tense that he saw in the first verb taught. This should be true of all the words in his vocabulary. The laws applicable to the known words of a certain class are also applicable to all possible words of that particular class. His understanding of language reaches forward as well as backward. He is enabled to apply the laws that govern the known to the unknown quantities.

All the words in the four slates are so arranged that the child sees them in their natural order of expression, and in speaking or writing he must make a distinct mental effort in order to transpose. In the adjective space the articles and numerals are in one column; adjectives of quantity—as “some,” “few,” “many,” etc.—in a second; and descriptive adjectives in a third. In this way it becomes very easy for the child, constantly seeing, as we are constantly hearing them, to speak “a red top,” “two small apples,” “many pretty flowers,” and other similar expressions.

By calling attention daily to the arrangement of words in the four slates, the child learns that adjectives must be used either with the verb “to be,” or in connection with nouns—that they can never be carried back to the verb slate. Special care

is used in writing the forms of "to be." As each new tense is taught it is written in a column under the adjectives in such a way that with the greatest ease any one of the adjectives can be brought down to fill the blank at the right of the tense form. These tense forms are also written on a line with the forms of the verbs in the verb slate, so that "is" corresponds with "is—ing;" "will be," with "will;" "can be," with "can," and so on through all the auxiliary forms.

This same care is shown in placing the tense forms of the verbs directly under the root form, so that the child at a glance can see that the infinitive must complete the auxiliary forms. The sight and memory are aided in this rule of bringing the root form to the auxiliary spaces by an arrow pointing to the infinitive. This becomes a valuable aid in teaching the uses of the verb "to be." At first the arrow points to the adjectives, but later, when adverbial phrases have been introduced, another leads over to the adverb column, showing that adverbial phrases may be used with this verb. When another step in advance has been taken, and the noun complement taught, a third arrow is a silent reminder to the child that nouns also can be brought over and placed with the tense forms of "to be." These arrows remain on the slate though the words in the upper spaces are constantly changing, the idea being to keep the form, but not the vocabulary, before the child.

In placing new nouns on the slate the singular number is written to the left of the space, the plural at the right. After writing for a short time both the singular and the plural number of nouns whose plurals are regularly formed the "s" is dropped and only the plural of nouns whose plurals are irregular is written. This emphasizes the formation of the plural much as does the omission of "ed" of regular verbs emphasize the fact that all verbs in forming the past tense do not undergo the same change nor all nouns follow the same rule in forming the plural.

In this way the pupil has a number of sight rules kept constantly before him, and the law of association which is so strong with us all helps him to gain such an understanding of language that whatever he may wish to express, even though the particular words be unknown, he has the framework of the sentence so in mind that placing in the proper spaces the name of the new verb, noun, etc., enables the child to give either spoken or written expression to his thought.

This constant presence of language forms is of peculiar value in an oral class. I have heard it said that the desire to speak is given the little deaf child by having him talk and by constantly talking with and to him. With this I agree. We can never have the child talk too much, nor, in the ordinary class room, talk as much as the ideal teaching requires, but with speech give the child the same kind of knowledge of language a hearing child has and the same living English in which to express his thoughts.

There is no reason why, with the system of language development thus hastily outlined, a deaf child should not speak with almost as much ease and as instinctively, so far as sentence construction is concerned, as the hearing child. He from babyhood hears language, and from constant repetition learns to understand and to speak it. The deaf child has language so placed before him that to a large degree his sight supplies the deficiency caused by his lack of hearing.

Day after day he sees on the slates the tense forms of verbs; he sees his teacher constantly speaking to him these same tense forms; in all his own language work he must constantly speak, write, and speech-read these same forms until they are so ingrained in his mind that they come forth in speech almost as naturally as does the language that sinks into the mind of the hearing child by means of sound repetition.

Language is not only our means of expressing thought, but the instrument of thinking. Of what great importance it is, then, that the deaf child have language in all its possible forms. This system of language teaching in an oral class makes education for the deaf child a logical sequence of subject and method. He sees language in its natural expression and in time must acquire, because of his speech and speech-reading, an intuitive comprehension of English and an easy use of the vernacular.

Speech must be so constantly used and so much depended upon as the natural way of expressing thought that long before his school course is finished he will have learned to think orally. This threefold use of language makes education for the deaf what it is for the hearing child—an order of development that is one of real progression, an order which has a beginning, a middle, and an end; and when that end is reached the result obtained by means of speech, speech-reading, and writing will be that much-talked-of "restoration to society"

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which consists in the ready comprehension of the idioms of our language, the easy use of colloquial English, and an intelligent appreciation and enjoyment of all the riches of our literature.

Dr. Gallaudet then introduced two visitors, Mr. L. D. Bonebrake, commissioner of education of Ohio, and Hon. J. W. Sifton, inspector of public institutions of Manitoba.

### ADDRESS OF L. D. BONEBRAKE, OHIO.

I was working a few moments ago upon a subject represented by two new statutes that we have in Ohio in relation to the education of the deaf and those who lack in speech.

I had occasion to telephone to my good friend, Superintendent Jones, for information, and I found him so well disposed that he felt that I ought to come out and meet you. I confess a certain strangeness when I realize that many of you must get my thought and talk by signs. I realize that your work is a specialty. I realize that our work is a specialty also. As a matter of fact, all education is a specialty. Education calls for a large endowment of good sense, large endowment of health and Christian graces, and in addition to that a special preparation for the work.

This State spends \$14,000,000 to educate its boys and girls between the ages of 6 and 21. In addition to this we have the State institutions. We have institutions for the insane. We have a great many children's homes, one in almost every county. This institution for the deaf was founded, I believe, in 1859, and it was then the only building. It is now perhaps over thirty years since its foundation and its work began, and I think I can say without being charged with paying an empty compliment that it has never thrived so well as it has under the supervision and management of Superintendent Jones. [Applause.]

I am sure that the many years of training that he had as a student, teacher, and superintendent in the Ohio public schools have been an advantage to him as a preparation for this work. Your work and our work is the same. It is education. Any other work that you have to perform is only an emphasized part of the general work that we all perform.

As I have been traveling over this State for the past few weeks, visiting teachers' institutes, there has been a constant thought running through my mind. That thought has been

the power of one's personality in the schoolroom. I mean that superior spiritual power of which the teacher is the giver and the child is the recipient.

We can not value too highly a well-marked personality in the teacher. I think also of the age in which we live. What great names are being daily recorded in the history of the world. It has been said that the public school has a tendency to level downward. I think not. I think it levels upward. Instead of injuring and destroying powers it has a tendency to make a strong and noble character.

During our present century there have appeared stronger names representing stronger actions in art, in literature, in government, and in history than in any other age of the world. They have been giants in the department of life in which they have worked. I might name Tennyson, Lowell, Byron, Hugo, Gladstone, and Bismarck, as well as a host of others whose lives have made the world better for their having lived in it. It is the province of the school to seek out the child and to find out his range of possibility and to give him the opportunity to use these possibilities. Education seeks to open the eyes and ears of the child to the opportunities which lie before him. Education seeks to bring out the hidden part, the unknown quality. Education is intended to develop and to stimulate the child to his best efforts in life. That is the province of education, and it is the duty of the State to provide schools from the kindergarten to the university to give the children of the State the best opportunities for development. It is the province of education to give to the child a strong personality.

I was much interested while sitting on the platform and listening to the speech which was being interpreted in the sign language. I was struck with its facility. It seemed to me that the signs were living words. If we have pictures that are beautiful, it is these motions of the hand and face which give out these forms of emotion. I am glad to have the opportunity of seeing and meeting with this convention. I fully realize the importance of the great work in which you are engaged. Ohio welcomes you, and I am sure that your presence will be an influence for good.

In behalf of the 25,000 teachers of Ohio, whom I have the honor to represent, I bid you welcome. We are engaged in different departments only of the same great field of work. I wish you a pleasant and profitable session.

ADDRESS OF HON. J. W. SIFTON.

Ladies and Gentlemen: I hardly know why I should be called upon the platform. I was not here the other day, but I think my friend from Ontario said all that was necessary. I thank you for the privilege of coming and learning something of what you are doing, not only in the work for the deaf, but in other work.

I have the inspection of the various institutions of our country. The asylums and other institutions are under my charge. The government of the Province a short time ago came to the decision to take up another branch of business, and they put the work on me. The work is to rescue the unfortunate children. This work has been carried on in Ohio. I thought I would be able to get information valuable to me. I have already received some, and will no doubt receive more. Our object in the North is to keep up with you people of the South. I am pleased to hear the speech just delivered in regard to your educational work. The papers read this afternoon are very interesting to me. I think I have learned something from each one.

I was told that I would have only two or three minutes, and I want to keep to that time. I want to say that you have the entire sympathy of the Canadian people in your war for humanity's sake. [Applause.] You know there are some people who talk too much with their mouths. One of our morning papers came out and said a little on both sides. It said it would not mind to see the Americans thrashed a little. The other papers took it up, and it took that editor a whole week to explain and set himself right with the people. We hope your war will soon end, and that it will accomplish a great work.

I hope that we will feel more of that brotherly love and affection for each other than we have ever felt before.

Dr. GALLAUDET. I want to say that Americans will not be behind Canada, England, Scotland, and Ireland in standing up for the new alliance that is to make the Anglo-Saxon race the savior of the world.

## ORAL WORK BY DEAF TEACHERS—MANUAL WORK BY ORAL TEACHERS.

[By Prof. Amos G. Draper, Gallaudet College, Washington, D. C.]

Of late years the number of deaf teachers employed in American schools for the deaf has decreased in proportion to



the whole number of teachers. It is not necessary for the purposes of this paper to consider whether this decrease is likely to continue or not. It is sufficient to say that in a country like the United States many influences will combine in favor of employing a certain number of deaf teachers. The best of these influences is that not infrequently principals of schools are convinced that certain deaf persons are better qualified to teach than any hearing persons they can obtain. So strong are the influences that unite in favor of employing some deaf teachers that such teachers have been and are now employed even in pure oral schools and in the oral branches of combined schools.

A few deaf teachers are only "hard of hearing," and their speech is normal. A greater number, though quite deaf, have clear and natural speech. Many others have speech, natural or acquired, of varying degrees of excellence. As a whole, it is probable that the majority of deaf teachers in America can and do use speech habitually when in the company of hearing persons.

The question then arises, What is the duty of these deaf teachers as to the use of speech in their intercourse with pupils? No matter what kind of class or in what kind of school they teach they will be constantly thrown, in or out of their schoolrooms, with pupils who have made a study of speech and lip reading and are wishful to improve therein. What is the deaf teacher's duty to such pupils? In my view there can be but one answer. He should endeavor to supplement the oral work of his school and to benefit those pupils by habitually using speech with them whenever and wherever speech will well serve the end in view. Perhaps my meaning can not be made clearer than by stating my practice. I am a deaf teacher. In my classes there are lip readers of every degree—poor, fair, good, and phenomenal. There are also students whose powers of lip reading do not extend beyond words and simple, everyday phrases. In addressing these classes as wholes, where economy of time, accuracy, and the general understanding of all as well as the particular understanding of each are the ends in view, I use the manual alphabet or writing. That time is sacred to learning and not to lip reading. Suppose the object is to get clearly before the united mind of the class the irrefragable truth of some geometrical proposition, or to magnify before them the manhood of Cicero and the miscreancy of Catiline—surely those lofty aims should



not be defeated or imperiled by devoting the time to practice in lip reading.

But when, by and by, a portion of the hour is given to individual instruction, I speak to those versed in lip reading, and persist, unless it appears that they quite fail to comprehend the subject in hand when it is put to them in that way. In that case I resort again to writing or spelling, because as aforesaid the paramount object of that hour is intellectual culture and not lip reading.

In meeting these students outside the recitation room I also address them by speech when practicable.

Now, such a course on the part of deaf teachers generally may indeed come under the head of extra work or duty, because of the uncertainties and limitations of lip reading in contrast with the clearness, freedom, and expressiveness of spelling or of signs. Nevertheless, it is evident that deaf teachers who adopt such a course will contribute to their own improvement in speech and lips reading, to the advance of that branch of the work of the schools in which they are employed, and, best of all, to the benefit of the pupils who are striving to improve in speech and lip reading.

Now, to the second part of my subject.

Of the total number of articulation teachers in our schools at present less than 30 per cent are employed in pure oral schools. Many of these do not know the manual alphabet or the sign language, and such as do know them are forbidden to use them by the theory of the schools in which they are employed.

The great majority of oral teachers, however, are at work in combined schools. Some of these, also, do not know the manual alphabet or the sign language. Indeed, I have known one of them, a man, to say, as if it were knowledge to be ashamed of, that "he did not know the manual alphabet, although he had sometimes practiced it in the privacy of his own apartment."

Now, the oral teacher in the pure oral school will meet, if not in then out of that school, deaf persons—children, youths, and adults—who are not, and never will be, lip readers. He will meet them singly or in bodies, and sometimes in circumstances that make lip reading impossible, even if they are accomplished in it.

On the other hand, the oral teachers in combined schools will meet such deaf persons every day in or about their schools.

Both classes of oral teachers will be meeting such deaf persons as long as they live, in the streets, in travel, in the meetings of the deaf, in the churches which are more and more tending to embrace the deaf in their works of love and comfort.

With regard to all oral teachers, then, the question arises just as incisively as the similiar question did to the deaf teachers, What is the oral teacher's duty to such deaf persons?

Of course the easiest answer for the oral teacher is to say that he will have nothing to do with such deaf persons—let them learn to lip read first. This is the attitude taken by not a few oral teachers. They resolutely refuse to communicate with even highly intelligent deaf persons except by lip reading.

If this spirit is right and praiseworthy no more need be said. But is it? Is it consistent with the spirit of love from which all truly successful teaching draws its inspiration? Can a true teacher, in or out of school, deliberately turn away all the power and light and sweetness that is in him from the great majority of the class whom he has been chosen to lead for the single reason that they have not been or can not be subjected to his theories? He may say, Yes, I can; and I will have nothing to do with deaf persons who do not lip read; but my object is a good one, for I hope so to make them all lip read by and by. We must, however, deal with the facts of experience, and these prove, the world over, that such a hope is largely vain; for as soon as the deaf are free, no matter from what kind of school they are set free, they form or join assemblies and enter into friendships in which intercourse is carried on by the manual alphabet and the sign language. The graduates of pure oral schools do this. Years ago the managers of one of our pure oral schools declared that no reunion of its pupils should ever be held at the school if the manual alphabet or signs were to be used. The natural consequence is that no reunion has ever been held at the school.

The same spirit will bar the oral teacher who insists on pure oral practices regardless of circumstances from participation or service in the religious missions which are becoming more and more established among the deaf, and also from their social and literary assemblies. Such teachers may say, True, but these assemblies are a mischief anyway, and should be frowned upon. Here, again, from the broadly human and Christian standpoint, issue may be fairly joined with them. Suppose the deaf do meet now and then, and in

consequence some of them intermarry and some deaf children are born; what then? Is the sum of unhappiness in this world made greater by that fact than it would be by the rigid isolation of each of these deaf men and women, the starving of love and the stunting of sympathy? Scientists may say, Yes; but "men and brethren" will say, No.

The manual alphabet and the sign language are not strictly necessary to the oral teacher. To master them may come under the head of extra work or duty. But when the object sought is the benefit and happiness of the deaf as a whole, the duty seems clear. Let, then, the oral teacher be as purely oral as he deems best in his class room, but let him have at command and let him not refuse to employ other means of communication when these alone can serve the deaf for noble ends.

The teachers of the Hartford and Mount Airy schools, including some of the oral teachers in the latter, have for years given and do now give of the best that is in them in order to contribute to the elevation and happiness of the deaf at large by addressing them upon religious, social, or literary occasions in a language that all can understand. No doubt these labors cost them some effort, perhaps some sacrifice of theory. But is not their purpose a noble and helpful one? Is not their standpoint broad and humane? And is not their service such that all oral teachers well might emulate it?

#### DISCUSSION.

Dr. CROUTER. I wish to say a few words in regard to the first part of this paper. We have in connection with our oral department one deaf teacher. He is not wholly deaf, but his hearing does not assist him much in the class room. I would only say of his work that it is just as good from a purely oral standpoint as that of the hearing teacher. He is pre-eminently successful in his particular work, which is language work. I would not have him teach articulation or speech, but the teaching of language, arithmetic, or any other branch he can do with safety. I do not see why a competent deaf teacher should not be a successful one. I do not think our deaf teachers need have any fear because of oral schools. I think a similar number of deaf teachers will find employment in our schools. Last year we sent a number of pupils from the oral department to Washington.

I find that pupils sent to Washington a year ago have come

back, and they have not suffered in their speech, nor in their ability to read speech.

I wish to say, further, that I would not have much respect for the speech of an orally taught boy or girl who would permit it to deteriorate. One other thing I wish to mention, and that is that I am sorry that Professor Draper deems it necessary to criticise the methods or the spirit of the oral teachers.

There may be some oral teachers who do not know how to use the manual alphabet, and they may not want to learn how to use it. Personally, I have no sympathy with such a consideration. If they do not use the manual alphabet, it is because they think that their influence will therefore be stronger as oral teachers with their pupils. I think the time is rapidly passing when we, as teachers of the deaf, can afford to drop the spirit of criticism. Let us look upon our work in a broader and wider way. One teacher may prefer manual spelling, another may prefer signs, and another may prefer oral work alone. Let us look upon our work in a broad and liberal spirit.

Dr. GALLAUDET. I would not undertake to say without referring to the manuscript of Professor Draper that I think Dr. Crouter is hasty. I do not think Professor Draper criticises the spirit of oral teachers who in their class rooms decline to spell manually. My impression is that he expresses regret that they are not willing to use these means of expressing thought when others fail. I think Dr. Crouter is mistaken.

Mr. ARGO. I would like to ask Dr. Crouter if the year's attendance at Washington has had any effect upon the speech habit of the pupils from Mount Airy.

Dr. CROUTER. I have not been thrown very much with the boys and girls who went to Washington. They came out to visit the school on their return to their homes. Their teachers were naturally interested to discover whether their powers of speech and speech reading had been impaired. They tested them carefully, and found that there was little or no deterioration. Whether their speech habit has been affected I am not able definitely to say. I incline to think it has not, and even if it has, association with the hearing will soon restore it.

Dr. GALLAUDET. I want to say that all through the year it was a matter of great care on the part of the officers of the college at Washington that these pupils should lose none of their ability to speak or to read speech. We feel the friendliest

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interest in all methods used for the education of the deaf. And it is our purpose to preserve and improve every power our students bring with them when they come to us. We think the means now in use at the college are sufficient to insure this result.

### A SUGGESTION CONCERNING ADAPTED STORIES FOR THE DEAF.

[By G. M. Teegarden, Western Pennsylvania.]

"Books—gentle comrades; kind advisers; friends; comforts; treasures; helps." All this and more to the deaf when once they have learned to appreciate the value and usefulness of books.

It is not necessary to go into a long dissertation in support of the value of the reading habit to the deaf. This has long been accepted as absolutely essential. Nor is it obligatory to argue in defense of specially prepared or adapted stories, rendering them suitable for the deaf of average ability. The need and value of such reading is clearly demonstrated by the continued popularity and helpfulness of such books and stories as have already been published. They are no longer experiments. It has been shown that they are the lower steps—as important as the higher—in the ascent to a more elevated plane in habits of reading and consequent advancement of our pupils in and out of school.

The deaf must be trained to appreciate the usefulness of reading, and it is the duty of those in charge of their education to stimulate that appreciation by every means at their command. Stinting our pupils in the right sort of reading matter is wretched economy. Give them books—plenty of them—suitable to their comprehension and there must surely be improvement all along the line.

Much has been done in this direction by the publication of numerous excellent and instructive stories in *Our Little Family Paper Circle*, but they are not in a form to give them the greatest value. Books may be preserved, reread, and appreciated long after their appearance, while papers are usually cast aside and the contents are lost. At the same time those who have taken up the laborious task of preparing scrapbooks of the stories they find in the various papers will soon stop from sheer weariness. We all know, too, that often we do not appreciate a story at first reading and afterwards it becomes a favorite. In my own experience, pupils have fre-

quently expressed pleasure and delight in republished stories they had not read before or had forgotten. Thus it appears the value of such books is great, and the only requirement is to consider the means of providing them.

A vast amount of good material for making excellent books for a certain class of the deaf has been published in the institution papers. Much labor and care have been expended on them. It seems a pity to let them go to waste. It is much like collecting the sheaves of golden grain while the sun shineth and leaving them to rot on the ground for want of a garner. These stories should be gathered up and preserved. They are helps that can not be slighted. This work, too, should be done at once while so many in the profession are eager to write that their pupils may read, for the time must come when such general production will cease, and if the stories are not collected in some form for preservation they will be lost.

Would it not be well for this convention to appoint a committee to take charge of the matter? The committee might be empowered to collect, arrange, and publish in book form the stories and sketches that have been and are being printed in the various school papers. There is sufficient material to make two or three small volumes, classified according to grade.

This work would be greatly simplified and advanced if it could be ascertained that any of the authors of the stories intend to publish their own in book form, as has been done at the Western Pennsylvania Institution, or if the authors of the various stories would collect, revise, and forward them to the committee in charge.

One thing in connection with books of this character; they should be cheap—not cheap in contents and execution, but issued at the least possible expense, so that they may come more readily into the hands of those most in need of them and be so much more useful. If the work could be done at some institution where they have facilities for printing and binding, and at cost, it would be a gain to the deaf everywhere.

In conclusion, I am perfectly aware that much labor and responsibility are involved in this work, and those who consent to undertake it should be compensated to some extent and at the same time have the earnest support and cooperation of all in the profession who are truly laboring for the advancement of the deaf.



## WHAT VALUE HAVE STORIES IN THE TEACHING OF LANGUAGE?

[By Job Williams, Hartford, Conn.]

There has been a great deal of discussion as to the use of stories in teaching language to the deaf. On the one hand they have been considered almost invaluable, and, on the other hand, they have been pronounced nearly useless. It has been claimed that actions meet all the conditions furnished by stories and better serve the purpose. Let us see.

Actions are very useful, it is true. The pupil sees just what is done and understands clearly what is to be expressed in language. To describe the action in language is just the way the hearing child learns language. The action and the description of it are associated in the child's memory. The action recalls the written or spoken expression of it, and vice versa. It is a very valuable exercise within its limitations, but its limits are soon reached, and if the language work of a young class be confined to action description it will be kept within a very narrow channel. The domestic animals, a complete menagerie, birds, reptiles, mountains, valleys, ponds, oceans, etc., can hardly be brought into the schoolroom for action description, but they may be freely used in stories.

One of the chief elements of success in teaching is to secure the interest of the pupil. Nowhere is this more true than in the teaching of language. A good story with a point to it will always secure close attention and interest.

Under the head of stories I would include the incidents and accidents of daily life and the items of news that children are interested in. It is largely through such means that the hearing child learns language. A runaway accident is described in the morning paper. It is reported at the breakfast table. The children are all attention at once, transformed into animated interrogation points. Questions come thick and fast. Where did it happen? When? Was anybody in the wagon? Was he hurt? Will he die? What made the horse run away? and so on ad infinitum. With every reply the child is learning how to express an idea properly in language.

Now, this is one way in which stories may be very useful in teaching language to deaf children. A story is told or read in very simple language, adapted to the comprehension of the child at that stage of his progress. His interest is secured and his attention riveted. It gives something definite for conversation between teacher and pupil. In every question given by



the teacher she is giving language, and in every answer she gives to a question she is doing the same thing, while the pupil, through his interest in the story, is learning in a way that will make him remember them, the correct forms for asking and answering questions. The answers give just the forms of sentences that are needed in narration. A correct page of narration or description is but a page of correct sentences.

Again, the imagination of a child is the most active thing about him. From it he derives a large part of the pleasure he takes in play. In imagination he is a policeman or a soldier, a king or a beggar, a horse or a steam engine, as the case may be. There are interest and pleasure. Why not make use of this faculty in the instruction of the child? You can not teach him much unless you excite his interest and hold his attention. That can be done very successfully in the skillful use of stories. They form an excellent preparation for the study of history, and the latter should more and more supersede the former as the class advances.

But stories are not simply a means of teaching language. They may be the means of stimulating thought and of conveying much information also. Questions should be so framed as to call for thought on the part of the pupil. That means that the teacher should thoughtfully prepare the questions. More or less of them should be asked the answers to which can only be inferred from the text of the story. Several years ago I put into the hands of a teacher of long experience among the deaf a copy of Miss Sweet's First Lessons in English for examination and criticism. I was surprised at one criticism he made after looking it over. Turning to the questions on one of the stories, he said: "There; that question should not be asked a deaf child; it is not answered in the text of the story." No; it was not; and that was the very reason why that particular question was asked. It was intended to make the pupil do a little thinking for himself. Now and then it is well to ask a question to which the answer can not even be inferred from the text of the story. If the pupil can be brought to the point where he will see that and answer frankly "I do not know," he has taken a step in the right direction.

Stories may furnish the basis for conveying a great deal of information. Almost any story will furnish one or more subjects on which the teacher can enlarge, and which the pupils will follow with unflagging interest, if brightly presented. Let me illustrate by a class exercise which I had copied. The

story on which the following questions were asked may be found on pages 113-118 of Miss Sweet's First Lessons in English, No. 4. It had been read by her class, which was near the end of its fourth year in school. This was the manner of questioning them:

TEACHER. The story is about a family who went to the White Mountains.

1. Do you know where the White Mountains are?
2. Can you show them on the map?
3. Did Mr. Warren go?
4. Why? What does "take charge of" mean?
5. How many persons were in the party?
6. What were their names?
7. Why did Uncle Fred go?
8. What relation was Bertram to Robert?
9. What relation was Alice to Mrs. Warren?
10. What relation was Robert to Alice?
11. What relation were Robert and Bertram to Mrs. W.?
12. What relation was Robert to Fred?
13. How did Uncle Fred go to the depot?
14. Do we have horse cars now?
15. What kind of cars do we have?
16. What makes trolley cars go?
17. What else is electricity used for?
18. How did the others go to the depot?
19. What other word can we use for depot?
20. What three things did Uncle Fred carry?
21. How did he carry his umbrella? Show me.
22. What does baggage mean?
23. Who checked the trunks for Uncle Fred?
24. Why do we check our trunks?
25. Who sold the tickets?
26. What car did the Warrens go into?
27. What is a drawing-room?
28. Did you ever ride in a sleeping car?
29. Why was Bertram frightened?
30. How old was Bertram?
31. How much older was Robert than Bertram?
32. Had Bertram ever been on a train before?
33. How did his Aunt Alice amuse him?
34. How did she amuse Robert when he got tired?
35. What was the ball made of?
36. Where does rubber come from?
37. Why could Robert not walk steadily?
38. Show how Robert and the little girl played ball?
39. What did the children do to amuse themselves at the mountains?
40. Who taught Robert to fish?
41. What kind of fish did he catch? (Talk about trout and other kinds of fish.)
42. How did the children look when they reached home?

Another argument in favor of the use of stories is that they furnish practice in just the sort of language that is used in every-day life, an every-day vocabulary, and every day they lead into a new range of thought and bring up new subjects for discussion. The story of to-day should no more be modeled on the story of yesterday than the editorial of to-day should furnish the model of to-morrow's editorial. Not imitation, but thought and growing power of expression is what is wanted.

The moral quality of certain courses of action, and the wisdom or unwisdom, or the good judgment or the lack of it, in certain other courses of action, may be brought out clearly in stories.

Stories should be told frequently to be reproduced in writing. They furnish opportunities for teaching a great many idioms, phrases, and forms of expression with which the pupil is unfamiliar, and they give definite ideas for the pupil to express in written language. He is not left to flounder about trying to express an idea which is all fog in his own mind. It is enough to require a deaf child to express in written language an idea which he fully comprehends.

Do not ask him to put into language an idea which he does not possess.

I do not believe that one who makes a proper use of stories will ever find them useless. If the teacher is wooden the class will be wooden and their work wooden whatever their work may be. Interest and animation on the part of the teacher will inspire the same qualities in the pupils.

#### DISCUSSION.

**Dr. CROUTER.** I would like to say a word on Dr. Williams's paper. Stories are good, and we use stories in all departments. They are useful in cultivating the imagination of the pupils. In regard to this point I have been conducting an experiment with my own little girl, just 2 years of age. I have been telling her stories. I got her 4 story books and she knows all the stories in them. She can tell the story of each picture.

**Miss EFFIE JOHNSTON.** I have a plan of developing a story. Pupils are always interested in things they know nothing about. They are much more interested if you tell them parts of the story than if you tell them all of it. Sometimes I read the leading sentences in the story. They besiege me with questions. They can ask the question in connected language.

I answer the question. My answer leads to the next question. We develop the story then together. Then they go to their seats and write the story. I think if we used more questions it would be better. The children would be better off. They would learn more by this plan.

Mr. BLEDSOE. In my teaching I sometimes have the children try to write original stories. They are not written in the natural order in which the events occur. What is the remedy?

Mr. BOOTH. I sometimes give them catch words. That gives them the order of the story. They almost invariably fall in the right order. The current of thought is directed by the catch words. I think this will be found a good remedy for the difficulty spoken of by Mr. Bledsoe.

Dr. FAY. Would it not be a good plan for the teacher to rewrite the story correctly?

Dr. WILLIAMS. Several years ago a teacher was working with a class. After several weeks she wanted to give a book to the pupil. I said, "What are you going to do with it?" and she said, "I must print the words now or the children will have difficulty in learning to read." I said to her, "I want you to write words and not to print them." She did not believe in that process, but she followed my suggestions. After a few weeks she found that the children understood the script as easily as they understood the printed letters. She was rather surprised at the result of my suggestion. Last year we had a similar experience with the same result.

Mr. Caldwell announced the Sunday song service, and Dr. Gallaudet read the following telegram from Professor Porter:

NANTUCKET, MASS., July 30, 1898.

Dr. E. M. GALLAUDET, *President*, and

Mr. J. R. DOBYNS, *Secretary*,

*Institution for the Deaf, Columbus, Ohio:*

Please signify to the convention my sincere thanks for their kind message and my confident hope that their proceedings will have been harmonious and fruitful of good, and that individually they may have abundant experience of the blessing vouchsafed to those who love their fellow-men.

SAMUEL PORTER.

The president also announced that Ginn & Co. had an exhibit of schoolbooks to present. The meeting then adjourned.

#### FOURTH DAY.

SUNDAY, *July 31.*

In the morning at half past 10, Dr. Gallaudet lectured in the chapel. His subject was "Childlike manliness." He was assisted in conducting services by the Rev. Mr. Cloud, of St. Louis; Mr. Vail, of Indiana; Rev. Job Turner, of Virginia, and Mr. J. L. Smith, of Minnesota. Mr. Balis rendered a hymn in the language of signs.

At the close of the service a collection was taken up for the benefit of the Ohio Home for Aged and Infirm Deaf.

In the afternoon a song service was held, led by Mr. McDermid. The meeting was opened with prayer by Dr. DeMotte. An interesting programme was carried out, consisting of selections by an orchestra, hymns by the congregation, and answers to questions on topics connected with the moral and religious training of the deaf. Miss Schenck sang "The Holy City" very feelingly, and hymns were recited in the language of signs by Mrs. Kearney and Mr. Balis.

In the evening the members of the convention gathered on the veranda and spent a very enjoyable hour in singing the old familiar hymns.

## FIFTH DAY.

### MORNING SESSION.

MONDAY, August 1.

The meeting was called to order by the president at 10 minutes past 9. Prayer was offered by the Rev. Mr. Eagleson.

The minutes of the session of July 30 and the proceedings of July 31 were read, amended, and adopted.

The secretary read the following telegrams from Mr. Dudley and Dr. Gillett, expressing their best wishes for the convention:

COLORADO SPRINGS, COLO., July 30.

Dr. E. M. GALLAUDET,

*School for Deaf:*

Thank the brethren for their kind sentiments. May the Lord's richest blessings attend you in your labors.

D. C. DUDLEY.

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JACKSONVILLE, ILL., July 30, 1898.

E. M. GALLAUDET, *President*, or

J. R. DOBYNS, *Secretary*,

*Convention American Instructors of the Deaf,*

*Care Institution for the Deaf and Dumb, Columbus, Ohio:*

Many thanks for kind remembrance. Please express to the members of the convention my earnest wishes that they may be successful in their good work, and in the midst of all have the blessing of our Father above. My health is improving, and I hope to be at my work again in a short time and meet the workers in this good cause. May God bless you all.

PHILIP G. GILLETT.

He also read letters from Governor Pingree, of Michigan, and Mayor Maybury, of Detroit, urging the selection of Detroit as the place of the next meeting. These were referred to the executive committee. Dr. Fay then read the following list of names proposed for honorary membership:

Hon. George Hamilton, East Liverpool, Ohio.	Miss L. B. Gipson, Upper Sandusky, Ohio.
Hon. William A. Gipson, Upper Sandusky, Ohio.	Amasa Pratt, Columbus, Ohio.
Hon. William L. McElroy, Mount Vernon, Ohio.	Rev. W. S. Eagleson, Columbus, Ohio.
Hon. G. W. Glover, Cadiz, Ohio.	Hon. L. D. Bonebrake, Columbus, Ohio.

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Mrs. Robert Patterson, Columbus, Ohio.	Rev. A. W. Mann, Gambier, Ohio.
Mrs. L. A. Odebrecht, Columbus, Ohio.	Rev. J. M. Koehler, Philadelphia, Pa.
Mrs. R. P. McGregor, Columbus, Ohio.	Rev. O. J. Whildin, Baltimore, Md.
Mrs. B. Talbot, Columbus, Ohio.	W. H. Addison, Glasgow, Scotland.
Mrs. A. B. Greener, Columbus, Ohio.	G. S. Haycock, Glasgow, Scotland.
Mrs. A. H. Schory, Columbus, Ohio.	J. A. Tillinghast, Belfast, Ireland.
Mrs. R. H. Atwood, Columbus, Ohio.	T. C. Forester, Belfast, Ireland.
Mrs. James M. Steward, Columbus, Ohio.	Miss Beatrice Condon, Ealing, London, England.
Hon. Charles E. Haugh, Indianapolis, Ind.	Dr. J. L. Noyes, Faribault, Minn.
Hon. G. A. Joiner, Alabama.	Dr. P. G. Gillett, Jacksonville, Ill.
Hon. J. W. Sifton, Manitoba.	Dr. Isaac Lewis Peet, New York.
Rev. Job Turner, Staunton, Va.	W. W. Wade, Oak, Mont.
	S. T. Walker, Chicago, Ill.
	George W. Halse, Columbus, Ohio.
	Miss Mary E. Grow, Pomeroy, Ohio.
	Alex. L. Pach, Easton, Pa.

These persons were elected, and the chair called for other names. Superintendent Jones announced the arrival of Ginn & Co.'s exhibit, and invited members to a reception Tuesday evening to be given by the heads of the schools for the deaf, blind, and other institutions.

Mr. Argo presented the following resolution:

*Resolved*, That beginning Tuesday morning the first twenty-five minutes of each session be set apart for the Question Box and the last forty-five minutes for the discussion of papers: *Provided*, That should the time be not fully taken up, the reading of papers be continued until the close of the session.

This was adopted.

Dr. Williams presented the following resolution:

*Resolved*, That the standing executive committee be authorized to incur expenses, at their discretion, for the purpose of promoting the cause of the education of the deaf and the interests of schools for the deaf, in accordance with the policy set forth in the constitution of the convention.

Mr. Clarke spoke in favor of it, showing the great need of putting the committee in a position to send an expert delegate, in case of difficulties in institutions, to influence the decision of investigating boards. The resolution was adopted.

Dr. Gallaudet called attention to the business meeting in the evening, in which only active members could participate. He then called on Dr. Gordon, chairman of the oral section, to take the chair. Dr. Gordon introduced his section by a short address.



## ORAL SECTION.

Dr. GORDON. I came here quite full of what I wanted to talk about, but I am reminded of our limited time. I shall not attempt to make the remarks that I intended to make. I wish to congratulate you upon the progress in this branch of our work. We are all deeply interested in it. I congratulate you on the state of feeling that the extension of this work has been more and more appreciated. I am indeed glad to know the improved conditions on every hand. I am glad to note the improvement in every institution in our land in regard to oral teaching. It may be that there are some that I do not know of that have not made so much improvement, but I think it is well for us to look on the bright side of things. It is true that there is much that might be criticised and that is very far from satisfactory to us. I am reminded of a story of a church congregation who had assembled for worship. There happened to be visitors present, and some of the congregation sang through their noses, and some of them sang too high, so upon the whole the work was not creditable, and the service was ridiculed by these people who were there. There was one quiet woman who did not take part in the criticisms, but she happened to know that hymn which the congregation was trying to sing. She commenced to sing with that congregation, and her voice grew stronger every minute. Soon that voice was leading the congregation, and the singing was beautiful and all were delighted with the service.

A paper on oral teaching, by Mr. Gregory, of Wisconsin, was presented to the convention. Owing to its length and numerous technicalities it was referred to the secretary to be printed.

The following paper was then read:

EXPEDIENTS EMPLOYED IN GETTING PUPILS TO PRODUCE DISTINCT "K"  
AND "G" SOUNDS.

[By Miss M. L. Geer, Hartford, Conn.]

Considering the weakness of the muscles of the back of the tongue to be the prime difficulty to be met in teaching *k* and *g* to small children, my first aim is to strengthen these muscles.

With this object in view I have found a system of tongue gymnastics to be of great assistance. Pushing the tongue out slowly and drawing it back quickly; pushing it out slowly and

drawing it back slowly; pushing it out slowly and drawing it back into itself, taking positions for *p*, *t*, *ch*, and *k*. These are given as preparatory to the teaching of *k* and some days before the sound is to be taught. Like all other exercises of the kind, these are taken by the class in unison, following carefully and accurately each position taken by the teacher.

My attention has been repeatedly called to the peculiar high and narrow formation of the hard palate of many of the congenitally deaf children. It is in these cases in which the muscles are called upon to do extra work in order to adjust themselves to these conditions that I have found the greatest difficulty in getting a perfect *k*.

A diagram of the head on the wall slate showing the position of the tongue for *k* I have found useful. If the child makes the sound too far front or too far back, I show him by the use of the diagram his wrong position and call his attention to the correct position.

Teaching *k* by analogy from *p* and *t* I find in most cases to be the most successful method.

Let the child repeat after you *p*, *t*, *ch*, *k*, holding his finger between your own thumb and finger and indicating the contact of the articulate organs by the pressure of the thumb and finger, moving the pressure along the finger to show the different points of contact. I have sometimes found it a saving of time to give the child a hand glass and let him work this out himself, repeating *p*, *t*, *ch*, *k* for some minutes.

If the child persists in making a *k* too far front, I make use of the manipulator or the child's own finger to push the tongue back into position.

To correct this, if it is a persistent habit in combination, I use drill work on combinations of *k* with the back vowels; if too far back, drill with the combinations of *k* with the front vowels is used.

The difficulty in teaching *g* arises only when *g* is final, and in that position becomes the most difficult sound to get with any degree of perfection.

Taught first as a voice hold in contrast with final *k* as voiceless seems to me to be the easiest way to make the difference clear to a small child. Later, as his mental development goes on and his vocal organs are more under his control, I teach him that after the voice hold there is a slight expulsion of breath like a small *k*, representing it to him by a *g*, followed

by a small  $k$  ( $g_k$ ), or by drawing a line perpendicularly through the  $g$ , showing that voice is given only during part of the  $g$ , and that the last half is breath.

I spend considerable time in trying to make the mechanical formation of the sound clear to the child's mind, and then resort to continued drill in lists of words contrasting final  $k$  and  $g$ .

Personal work and close application on the part of the pupil together with continuous drill I have found to be the only means to a satisfactory final  $g$ .

## DISCUSSION.

Miss ALLEN. I want to say just a word in regard to the paper. I used to have some difficulty in regard to the  $k$  sound. Experienced teachers would say, "Oh, that is all simple enough; just develop  $k$  front." But no one in those days told me exactly how to do this. Later I learned. When the child gets a perfect  $t$ —observe, intelligently forms a perfect  $t$ —then, with whatever the instructor is using as a manipulator (a physician's ordinary metal tongue depressor is the best I have ever found), let him hold down the front of the tongue and tell the pupil to say  $t$ . The result of such an attempt is a correctly formed  $k$ . Have the child repeat this over and over until he realizes by the sense of touch the contact of the back of the tongue with the soft palate. This point gained, he soon forms  $k$  without the aid of the manipulator.

Mr. ADDISON. I want to ask the lady whether that always results favorably. I have tried it, and sometimes I succeed and sometimes I fail.

Miss ALLEN. I have never found an exception. I tried it on a little hearing child, and it worked all right. I think there is no instance in which if the letter  $t$  is well made but that the letter  $k$  will be all right. If the letter  $t$  is not well made, then I think the letter  $k$  will be a failure also.

Miss Donald was then asked to take the platform with her blind deaf pupil, Linnie Haguewood.

Miss Donald addressed the convention as follows:

## ADDRESS OF MISS DONALD.

My experience in the education of the blind and deaf has been entirely with Linnie. I have read some accounts of others, and so have you, but I can speak personally of her.

She came to Vinton, Iowa, five years ago, and was then 14 years of age. She had been taught to use the alphabet two years before. Until 12 years of age she had been in her home with the usual instruction. During the two years of use of the alphabet at home she had learned 400 name words. She was put into my primary class. I gave her work just the same as the other children. She did well, and in a short time she was the best in the school. A local editor by the name of Murphy became interested in this child and raised the funds to provide her with a special teacher. We have been together three years. I have read everything I could find on teaching the blind deaf, and use the old methods as far as possible. I consider her as a natural child, and try to forget that she is deaf and blind. I try to reach her senses and talk to her about everything. It was very hard work the first year. I had to give her language to express her thoughts. She can sew on a machine and she crochets very well.

She lost her sight at 18 months of age. I began teaching her by having her feel my face, and I then took up the letter *a*. I placed her mouth in the proper position, and she made a sound something like *a*. She learned very rapidly. Some of the sounds came easily, and others with difficulty. She will sometimes forget sounds after learning them.

I found the combination of vowels and consonants very slow work. She finds that other people can understand her voice. She is constantly improving. She will not hesitate to do any kind of work. She remembers signs and letters. I use her voice when we are alone.

(The teacher then gave a very instructive exhibition of the powers of this blind deaf girl in the use of spoken language.)

Mr. F. D. CLARK. It was my good fortune to spend a week with Miss Donald and Linnie. When I first met Linnie I was a little disappointed. I was used to Helen Keller, and the lightning-like rapidity with which she answers questions. When I first met her Miss Donald was absent from the room; I introduced myself, and she smiled in a very interesting manner. I did not then know who she was. I spoke, but she did not reply. After a while she began to spell and we had quite a conversation. I think she compares very favorably with other deaf children. I think Miss Donald has cause to be proud of what she has done for this poor girl. I think that you will agree that if a congenitally deaf child had been

put in school and made this progress we would call it very good.

The father of this girl was a very kind man and he saw that all her wants were gratified. She went to the table and ate everything placed before her. I am informed that when Miss Donald took this child she did not want to walk. There has gone abroad the idea that there is a sort of mystery about the teaching of these blind deaf children, and that there was only one place where it could be done and that was at Boston. I know blind deaf children who have grown up in ignorance because of this belief. I will not take away any credit from a teacher or speak lightly of the difficulties of such work or the patience and self-denial required on the part of the teachers of these children, but I want to say that I hope that whenever there is one of these children that God has placed some kind-hearted woman like Miss Donald to take up the work. I trust also that there will be found a Murphy who will see that the means are not lacking for this work. I honor the State of Ohio because she has placed a law upon her statutes making such instruction possible for the children.

Mr. WADE. Ladies and Gentlemen, I do not want to make a speech, but I have taken an interest in the work of Helen Keller. Here was a girl in the State of Ohio in the institution for the blind. She was a bright pupil, but she became deaf. Her father had become attracted by Helen Keller and wanted to see if something could not be done. They thought she was too old. She was 15 years of age. I have taken an interest in the case. My view is that it requires patience and observation to do this work. I think it can be done. I know some people think it is a great mystery, but I do not think so. I think it is time we should quit talking about miracles and all that sort of thing. These children can be taught if you have the patience to do it.

Mr. CONNOR. I wish we had more men like Mr. Wade. I think all our people ought to know Mr. Wade and his work for the deaf blind.

I happen to know him and of his work, and his work is partially known to the people. He is looking around after these people and making inquiries in regard to them. He is doing good work in all directions but lets no one know it. I hope we shall always have him at our meetings.

Dr. CROUTER. I would like to ask whether it is more desir-

able to carry on the education of these children in an institution for the blind or the deaf. I have always referred them to the blind institutions.

Dr. WILLIAMS. I had an experience thirteen years ago with a student who came to our school. He was 12 years old, and made fine progress. He used the English language with more correctness and fluency than a majority of the congenitally deaf who were in our schools. I was satisfied with the progress that he made. I believe that during the latter part of his course, if he had been sent to a school for the blind, with their facilities, he would have done better. I believe that a school for the deaf is the best place to start them, and then they should be transferred to a school for the blind.

Mr. F. D. CLARKE. I think, like Dr. Williams, that it is best for them to begin in our schools. They want language, and they get that from the other children. After awhile, then, you can send them to a school for the blind and let them finish their education there.

Dr. WILKINSON. This is a question that has interested me a good deal. It is a question with me whether they want to go to an institution at all. That is my difficulty to settle. It has been said here that almost anybody of bright intelligence could take children like these and teach them. I think she would be better prepared if she had a preparation in the school. I am in a little of a quandary about this matter. I had a girl that came in two years ago blind and very deaf. Of course you could communicate to her by speaking in her ear. Her speech was not perfect, but you could understand it. I employed a special teacher for her. She made good progress that year. I was in a great quandary whether her education should not be conducted at home.

I am not inclined to get people into the institution when they should not be there. My idea is that the more you can get these blind deaf people to mingle with people in normal conditions the better.

I have sent her home and supplied her parents with books and apparatus. I shall watch the result of that year at home.

Dr. GALLAUDET. Did the teacher go with her?

Dr. WILKINSON. No, sir.

Mr. WALKER. I am not one of the wise men of this convention, and do not claim to be, but I have had experience in both plans. I think a blind and deaf child's place is in a blind

institution. If you can get deaf blind children to a certain point where they can read they will make good progress. I think we must have a special teacher for these children. If you put them into a blind school they learn by talking with these blind children, whose language is much better than that of deaf children. I think that is the proper place for them.

The following paper was then read by Miss Condon, of England:

PURE ORALISM IN ENGLAND.

[By Miss Beatrice Condon, London.]

Mr. President and Friends of the Deaf: May I preface my remarks by saying how pleased I am to have been enabled to meet this convention of American friends and instructors of the deaf, to which latter I extend my hearty sympathy and appreciation of their decidedly trying, but deeply interesting, work? My own sympathy with the deaf and desire to help in the forwarding of their interests is, I think, sufficiently proved by my having crossed that mill pond, the Atlantic, alone, without friend or even acquaintance to greet me on this side of the world, until I landed in the hospitable Ohio institution and came to receive the kind care of Mr. and Mrs. Jones.

Further, may I crave your indulgence and pardon if, in these few remarks, I refer largely to my own personal experience? It is obvious that what we have tried for ourselves, and the results we have seen with our own eyes and heard with our own ears, impress us more strongly than anything we may read or hear at second hand.

I feel that I am somewhat audacious in venturing to address such a company of people, many of whom have had twice as much experience as I have, but I trust, nevertheless, that I may succeed in interesting you in the affairs of the deaf as they are progressing in the old country, and in my own experience of the pure oral system.

I have frequently been asked by casual acquaintances and friends, "What induced you to take up the education of the deaf?" And, perhaps, it may interest some of our friends here to-day to know the answer. It was just the interest I felt on seeing for the first time the results of the pure oral system. A newspaper article first directed my attention to the system, and, in consequence, I went to see the Ealing school. I was surprised with and deeply interested in what I saw there, and



I could not but perceive how such a system, widely applied and energetically pursued, might revolutionize the deaf world. In short, I became a student and, in time, a trained teacher on the pure oral system.

In due course I was called upon to put in practice the theory I had learned and to test the value of its principles by personal, unaided experience. After the passing of the act of the compulsory education of the deaf I was offered the post of mistress of the deaf department to be opened in connection with a large upper-grade board school in a poor and populous district of a manufacturing town of England. I had at first but one untrained assistant and at the end of the first week I had some fifteen boys and girls, boys largely preponderating, ranging in age from 4 to 15. A few only of these had ever been inside a school or held a pencil in their hands, and of that number were two semideaf, semimute.

Of all these children there was but one whom I did not start teaching orally. He had been to a so-called combined system institution for several years, where he had learned by means of signs and manual alphabet. He was now 15 years of age, and thus he had only one year left at school. This boy's education I carried on entirely by writing, as, of course, I did not wish to begin using any method except the oral one. This boy did not become deaf until the age of 7 or 8, and I have been told had remnants of speech when he went to the institution where, for want of oral teaching, he had become silent. That he appreciated the value of the training he had unfortunately missed, but which he saw being bestowed on his younger companions, was shown by his asking me one day in the note he had to write me every day (as an aid to developing correct and idiomatic language), "Why was I not sent to you when I was a little boy, that I might learn to speak?" Of course, it was not convenient for us to enter upon a discussion of systems and his old institution, so I merely replied, "I was not teaching when you were a little boy," which was perfectly true, and quite satisfied him.

That the pure oral system can and does, when properly applied, develop the intellect as rapidly as or more so than any other system, was proved to my satisfaction by my own experience. One of the boys, aged 10, who came to school a perfect little savage, and at first gazed at pens and pencils with astonishment not unmixed with awe, at the end of four or five

months handed me an addition sum correctly done, although I had taught him no arithmetic as yet. He had only seen the semideaf class doing sums with me on the blackboard. A further proof, if necessary, was found in another pupil, an exceedingly dull girl of 13—a girl who never gave me any trouble, for she was truly too dull to be naughty, I believe. This girl had been going to the ordinary board school for years, where they had not even succeeded in teaching her to write the letters of the alphabet. She was afflicted with some nervous affection—could not hold her hand steady, and shook her head in a most curious way. The exercises necessary to bring out the voice, by making her stand erect and breathe properly, so improved her health that the nervous twitching almost disappeared. She learned to write legibly, to speak audibly and understandably—answering questions as to her name and age, etc., readily, and further to lip read addition and subtraction sums; do them mentally, and give the correct answers in speech. This was the result of two years' pure oral work, and I hope it may encourage oral teachers present, for no one could be more discouraged than I was with that pupil at times, but I was rewarded when I quitted the post by a most grateful letter from her parents, which I shall always keep.

That my material was unpromising you have already seen, but it may amuse some of the teachers to hear the following incident: At first the children could not understand having to stop a certain length of time in school. They would take their caps and try to make off when they were tired. The first time I had to insist upon a great hulking lad of 12 staying in school when his inclinations were to go and play he promptly took off his coat and up with his fists to fight me. I was so tickled at the notion of having to fight one of my scholars for the privilege of keeping him in school that I burst out laughing. The amusement was quickly reflected by the other children, and he went back to his place astonished at this novel reception of his prowess and much mortified at his failure.

The physical benefit to be derived from the continual use of the lungs necessitated by the pure oral system is greatly insisted upon by medical men, and I would like to read you an extract from a lecture given by Dr. Symes Thompson (one of the most prominent members of that profession in London) given before the members of the Union of Teachers of the

Deaf on the pure oral system: "I prepared a paper which was read in 1880 at the Milan International Conference of the Deaf. In that paper I brought evidence to prove that the health and life of the deaf-mutes were generally less satisfactory than that of the deaf taught to speak on the oral system. \* \* \*

When physician to out-patients at the Brompton Hospital for Consumption, a considerable number of deaf-mutes fell under my observation in whom the chronic affection of the bronchial tubes was found to be closely allied to that met with among millers, stone masons, and others engaged in dusty occupations. \* \* \*

All these deaf-mutes, and I have not met with similar cases among those instructed on the pure oral system," and he goes on to explain the reasons for this difference, which are obvious to everyone who considers the subject. Here let me point out that physically the system is as beneficial to the less successful pupils as to those who are brilliant examples of the possible results of the system, and this consideration ought surely to bear its weight in inducing us to give all pupils, if possible, the benefits of oral training.

Now, many of our friends say, "Why not use a portion of two systems?" Well, I should think a parallel case would be to start a hearing child on two absolutely new foreign languages at once—say, French and Russian. What would be the result? Russian being the more difficult would quickly go to the wall, and at the end of two years the child would know twice as much French as Russian. It is the same with these two systems. Teach a child orally, and when he is grown he can easily acquire the manual alphabet if he wishes. Teach him by signs and the manual alphabet, and when he is grown he is tied to that means of communication for the rest of his life. Therefore, I say, teach every child orally, and if you begin early enough every deaf child can be taught orally who has normal mental powers, and leave him to acquire other means of expression, if he chooses, when he is grown up.

"Every deaf child makes signs, naturally; why not then use them in teaching?" You might equally well say, "Every garden grows weeds, naturally; therefore, let us grow weeds." Every class of persons in the world have their own difficulties to contend with, and the deaf are no exception.

With regard to the success of pure oralism in England, permit me to read to you the report given by Mrs. Holland, the

Government inspectress, as regards the conditions favorable to speech, comparing in this respect the pure oral and the combined systems:

In five of the institutions where nothing but speech is allowed as the means of communication both in and out of school, the pure oral system is thoroughly carried out, and the children look upon speech as the only means of communication, except in the case of the very young beginners. In most of the institutions, however, there are children in the school who spell on their fingers, and who are allowed to mix freely with the orally taught children with very bad results. This condition, together with the want of properly qualified teachers, in many cases does great harm to the oral system; if that system is to be properly carried out changes must be made in both those particulars. As it is, throughout the country, with the exception of the five institutions to which I have alluded, the oral system is suffering seriously from the want of proper conditions, and some decided measures should be taken for securing more effectual separation of the orally and manually taught children, as at the Old Trafford School, Manchester, and for employing properly qualified teachers. As it is, children are supposed to be taught orally who are receiving instruction under a false system; whereas the true oral system renders the scholars able to mix with hearing people, instead of becoming an isolated race, as those taught on the manual system do become. In those where the oral system gives the greatest promise, the practice appears to be as follows:

"Signs absolutely forbidden and actually not used in school hours; permitted but discouraged out of school hours." "Till language has been obtained, no objection is made to natural signs." "Arbitrary signs quite forbidden; natural gestures only permitted until the children have acquired language." "Natural signs only used, and dispensed with as soon as possible in school hours; permitted but discouraged in play hours." "No arbitrary signs allowed, nor natural signs after sufficient language has been acquired." "Arbitrary signs forbidden; natural signs allowed as little as possible." "Natural signs only allowed for the first year; after that forbidden."

On the other hand, in the reports of certain institutions, such passages as the following occur:

"Natural and arbitrary signs much used by the manually taught children in school hours; no restriction out of school hours." "Signs used in school for instruction; unrestricted out of school." "Signs allowed only as far as unavoidable in play hours; no signs allowed in school hours." "Out of school hours the children use signs and are not forbidden; in school they are restricted to a certain extent." "Both natural and arbitrary signs used out of school, but discouraged among the elder oral pupils." "No restriction; signs permitted to be freely used."

With regard to the position taken by pure oral teachers in declining to learn the manual alphabet and signs in order to communicate with adult deaf, which has been referred to, let me say, as a pure oralist, that I by no means undervalue the services of those who differ from me, and that I highly appre-

ciate both their efforts and their motives; but I could not, in justice to oral pupils, learn a system which would diminish my usefulness as a teacher. I am lazy, naturally, I confess. I think most people are, and if I had an easier method at hand the temptation to use it would double my need of patience in oral teaching, and my stock of that virtue is not so great that I can afford to waste it. And I have no doubt I express the feelings of other oral teachers who take up the same position, and it must be remembered we know the adult deaf are, as a rule, well looked after already by those who approve the use of such means of communication. It is not as though they were neglected.

The pure oral system reaches the intelligence and awakens a part of the brain which the silent system never touches at all, for the deaf have a speech center in their brains as much as they have an optic nerve, but in no other way can it be reached except by oral teaching. And for the teaching of abstract ideas there is but one medium—language. That purely abstract ideas, such as the soul, immortality, and that intangible thing we call the spirit world, can be correctly expressed by a concrete sign made by our human hands is to me absolutely incredible.

The pure oral system is slow and tedious, difficult for pupil and teacher, say its opponents. I grant you—is anything worth doing in this world easy? I have not found it so. No; the highest and noblest works are also the most difficult and therefore the more worthy of our striving to attain thereto.

"Slow and sure wins the race," and, like all other great progressive movements, the pure oral system will eventually conquer and supersede all its rivals, and those who help it forward will earn the gratitude and blessings of the generations to come.

The remaining papers of the session were omitted and discussion called for.

Mrs. Zell asked leave to correct the statement that signs are taught in our schools.

Dr. Gordon expressed the thanks of the convention to Miss Condon for the interest and enthusiasm shown by her long journey to be with the meeting.

Dr. Gordon called attention to the exhibits once more. The meeting was then adjourned till 2 p. m.

## AFTERNOON SESSION.

The session of the oral section was reopened at 5 minutes past 2, with Dr. Gordon in the chair.

## REPORTS OF ORAL WORK IN FOREIGN SCHOOLS.

## A FEW REMARKS ABOUT THE GERMAN SCHOOLS.

[By Miss Hermine M. Haupt, Kentucky.]

As I am connected with a large institution, I decided, while visiting relatives in Europe, to visit some of the large institutions for the deaf in Germany, thinking I would profit most by seeing what they are doing and what they accomplish in teaching orally. Better results than I expected were manifest and I feel more convinced than ever that the deaf can be orally taught with success in large institutions. My first visit was to the school in Vienna. This school was founded by Joseph I and for many years was only taught by the De L'Épée method. Now only the oral method is used. The pupils are not forbidden to use natural signs on the playground, but they are not allowed to use them in the schoolroom.

A little congenitally deaf boy in the second-year grade came up to me and told me that the landlord was coming for the rent that morning. He spoke so distinctly that I understood him at once. The next day I went into the third-year grade and while I was speaking to the teacher I heard the children say to each other, "America, America."

The teacher told me the children had heard from some of the others that I was visiting the school and was from America, and they were disappointed in my looks, as they expected me to be either red or black. I saw some excellent work here, only, as one of the teachers remarked to me, "they could not carry out any of their own ideas." The institution is obliged to follow out the course of studies prescribed for them by the public-school authorities. That board does not know much about the work of the deaf. The children remain in school eight years and after that time it is the director's business to see that each boy is put to learn a trade if the parents are not competent so to do. There is a special class for the deaf boys in the manual training school. The girls learn all kinds of needlework in the institution.

The next place I went was Dresden. The principal took me through nearly all the schoolrooms. I made a point of seeing the brightest and dullest pupils of each school. The kinder-



garten department of that school pleased me very much indeed, and I only wish every school had such a department. "The kindergarten is the alphabet of our whole manual-training system, educating the head, the heart, and the hand. It quickens the perceptive powers of the little ones, teaching them to observe, to think, and to act." This school is located at Planen, several blocks from the institution. It is called the preparatory school. Children are received at the age of 6 and remain there for two or three years, according to the child's mental and physical development. The first year the children are under a trained kindergarten teacher. They are taught the first principles which every child ought to know, and are gradually prepared for actual work. Attention is given to concentration, touch, etc., and the elements of lip reading and writing are taught. The gifts are used very freely. The children looked so happy that I was sorry to leave so soon. Some good results were to be seen in the second year, especially clear articulation. The house looked cozy and homelike, and a large garden for the children to play in was in connection.

Under the same supervision is an asylum for grown deaf girls, who are mostly orphans. They pay 80 marks (\$20) a year, and for those who are too poor to pay this sum is made up by churches or private benefactors. All kinds of sewing is done here, and the Queen of Saxony sends them a good deal of work. Most of the girls are more or less afflicted, but each does the work which she can do best. They receive one-fourth of the proceeds of what they thus earn. There was one old woman about 60 years old, and feeble-minded, who could do nothing but knit. In Leipzig new pupils are admitted only every other year. These are divided into four classes—semi-mutes, congenital, medium bright, and very dull. The teacher who has charge of the dull ones has the smallest number and is not expected to go over as much ground as the others. I must say I felt a great sympathy for the teachers who had charge of the very dull. It takes more skill and some genius in a teacher to teach a dull pupil than a bright one, for even a poor teacher can accomplish something with the latter, but only the power of love and skill and experience can reach and animate the mind of the dullard. The school which Heinecke established is across the street from the present institution.

Berlin is the headquarters of the Imperial Normal Institute, and I saw some excellent work in language, lip reading, and articulation. I had no trouble whatever in understanding the



children, even those who were considered poor. I did not see signs used at all.

The training which the normal students receive is fine.

I found, in these four schools which I visited, bright and cheerful rooms; teachers who seemed to have their heart and soul in the work and to have made it their life study and endeavor to reach the deaf and give them as much knowledge of language and ability to speak as possible in fitting them for life.

If the Government would only allow the children to remain ten years in school much more could be done, as in the last two years their progress is so much more rapid.

In every school I found special attention given to drawing and gymnastics. I also noticed that there were no pictures on the walls of the schoolrooms, and on inquiring the reason was told the children like to gaze at pictures instead of looking at the teacher, therefore when a picture is needed it is brought out for that lesson and then put up again.

The institutions in Germany do not give the advantages in manual training which they do in the United States.

Their vacations are also shorter. The children go home during Christmas, Easter, and summer vacations. The latter lasts a month.

In all these schools the element method is used. A great deal of attention is given to breathing exercises. Pictures and toys are used all through the school.

In each school I was shown a room which was used to keep the school aids. There were maps of all descriptions, fruits in glass jars, animals, minerals, plants, chemical apparatus, etc., a most complete set of materials which is used to help in teaching the different branches.

The law of Germany requires that every deaf mute shall learn to talk and write the language.

As Director Walther says, "It is only required of a teacher to teach simple language and to teach it so that the child in after life may be able to use it freely, just as if it was part of himself." Peschel says that "the English can boast of 100,000 words, while a day laborer can get along with 300. A man with an average education does not use more than 3,000 or 4,000 and an orator 10,000."

The education of the deaf is a branch of the great trunk of universal pedagogy, and the roots of its power rest in this.

Persons who wish to become teachers of the deaf must first pass the teacher's examination, then take one or two years' training in the institution, and after that pass the examination which is required of instructors for the deaf, though this latter examination is not required in all the provinces.

Teachers generally stay in one school all their lives; when once engaged it means for life. At first the salary is small, but it is increased every year. A teacher who has taught forty years is pensioned on the same amount as his last salary; twenty years, half as much; so he is provided for as long as he lives. In case of the principal's death the head teacher takes his place and keeps it as long as he lives.

There are very few women in the profession. It is claimed that very few women are strong enough for that work, as to teach articulation strong lungs are needed.

In most of the schools teachers keep a class four years. In one institution the teacher keeps it the entire eight years. Pupils who can not keep up with the class drop back into the class below. The work is slow, but thorough. Few of us, perhaps, would like to keep a class for eight or ten years and be responsible for all the children know or do not know. Each good teacher has his own peculiar gift to bring for the advancement of his pupils, and the deaf need the full advantage of this talent and the personality of several instructors.

#### OBSERVATION OF ORAL WORK IN GERMAN SCHOOLS.

[By Miss Jane L. Russel, Pennsylvania.]

It is always with pleasure that I speak of the work that I saw in the schools for the deaf in Germany.

That the work in those schools is good I am sure that none of us can deny, nor can we fail to appreciate it and commend it even should it not satisfy us in every respect. As in all countries, the work in some of the schools is superior to that in others.

The first thing that impressed me was the perfect order in the schoolroom. The attention was equally as good.

The first year is devoted almost entirely to articulation. The elements are given in much the same order as that in which we give them. After the simple elements come the combinations, then the words. Much attention and time are devoted to tongue and lip gymnastics, and also to breathing exercises. Ingenious devices are used to concentrate the interest and

attention of the class in these exercises. At the close of this year's work the class has all the elements and is able to combine them; also a limited amount of language. Learning to count is often included. Simple games, such as ninepins, marbles, dice, etc., are utilized in teaching counting.

Language work begins with the second year. It embraces action work, questions, picture work, stories, and object lessons.

The following exercise was given in one of the second-year classes that I visited.

A chair was placed before the class. These questions were asked by the teacher:

What is that?

Where is it?

How many legs has it?

Sentences were then built, such as "The chair has four legs, and so has the stool;" "The chair has four legs, but the table has only three." The exercise was concluded with simple actions: "Henry, put the chair by the window," etc. Each sentence was repeated several times by every member of the class, and also by class in concert.

Several hours every week are devoted to conversation. Some object is put before the class, and questions are asked both by the teacher and the pupils. Often the teacher tells some little story to be memorized by class.

The third-year work includes language work, articulation, and arithmetic.

What we call mental arithmetic is considered very important. It seemed remarkable to me for such examples as the following to be worked without the aid of the pencil:

$$466 + 218$$

$$536 - 58$$

$$8 + 23$$

$$725 + 275$$

The correct results were given very promptly, there being no hesitation at all.

Geography is taken up not later than the fifth year, usually in the fourth. Maps are studied and also drawn. First the schoolroom, then the school, the immediate surroundings, and so on. A great many pictures are made use of—character pictures that are prepared for that purpose, and also others collected by the teacher. The idea is to make the class thoroughly familiar not only with the names of the countries, but also with

the land, the people, and whatever of interest is connected with them.

Not until the sixth year is history begun; first biography, then home history. These recitations, with the aid of character pictures, historic poems, and other devices, are very interesting to all present. The plan of grouping events around a more important event is used. I well remember one recitation that I heard, the subject was one of the Crusades. A poem on the Crusade was repeated by a member of the class. This formed the foundation for the lesson. The countries, the dates, rulers, important events were given. This recitation, as all of those I have heretofore mentioned, was entirely oral. The dates and names were written on the slate afterwards.

The study of nature begins early in the course; as early as the second year. The children are encouraged to think for themselves, to observe closely, and also to appreciate the beauty in nature. The lessons are all very practical and useful. The best-known flowers and plants are studied first.

From morning until night are the children talked with. Every hour of the day, be they at work or be they at play, do they talk. The more closely speech links itself with the everyday life of the child the easier it is to overcome the use of signs. Every word, every phrase, every sentence is made use of. Each step is taken very carefully and very slowly. There is no undue pushing and hurrying. The children thoroughly enjoy their work. They are happy in the schoolroom and on the playground. The pupils seem to work with the teacher. They realize that success can be reached in that way alone.

The lip reading is very satisfactory, both as to rapidity and as to accuracy. No mistake is considered of too little importance to be corrected.

Altogether, I think that Germany can justly be proud of her schools for the deaf and of the success of oralism in those schools.

#### OBSERVATIONS OF THE SCHOOLS IN GERMANY.

[By Miss Agnes Steinke, Wisconsin.]

**LADIES AND GENTLEMEN:** A year ago last April I entered the training school for teachers of the deaf at Berlin to take the course. In Germany the school year begins after the Easter vacation and is divided into four terms. I saw a class started there, and one at Frankfurt. In neither case was there a sign used for any word taught.

The first and second days the sessions were short. The time was spent in getting acquainted, in drawing, and looking at pictures. The third day they began breathing exercises, and the work on consonant sounds. After two weeks they began vowel sounds. As soon as a vowel sound was learned it was put with all the known consonant sounds, the latter first, and drilled. The spring term closes at the end of June for a five weeks' vacation. At the end of that term the class knew ä (ah), ü (ōō), ē, and p, t, k, f, s, sh in all combinations with the vowel first.

After vacation, school beginning again on the 8th of August, the teacher began concert work, selecting groups of three or four who knew the same sounds. The order of sounds in the combinations was also reversed and the consonant placed first. The concert work made a pleasant change from the individual work on new sounds, which continued daily.

From the first day they had been using slates for writing and drawing. Now they began to use lead pencils and blank books for writing. Words of one syllable were now introduced and combinations consisting of a vowel between two consonants. Long ō and long ā were left as last of the vowels, being considered the most difficult. After the holiday vacation the class began to use pen and ink. About this time the work on words of two syllables began. A great deal of time is spent on accent, pitch, and inflection in all the grades. It is believed to be better to keep the voice a little high at first, as it will naturally wear down but never up.

At the end of the year they could pronounce words of three and four syllables and accent them correctly.

All the new words were explained by models or by pictures. In every class room are one or two large cases containing material likely to be used at that stage of the work. At the beginning of each year the classes advance a room. The primary classes occupy the first floor and the higher classes the second. The same teacher keeps a class through the whole course in the Berlin school. He knows when he takes the class as beginners that he will be responsible for what it knows at the end of the course. This fact, together with the two examinations, goes a good way to make a teacher do his best. The examinations are held in the class room of the first class, it being the largest room. The superintendent, all the teachers, and all the student teachers are present. The examinations

are oral. They last two days, and take place in April and in September. In the morning, before the opening of school, the superintendent gives the teacher the subject and the topic or lesson in which his class is to appear that day. They begin with the lowest class and advance regularly. Pupils of the higher grades are in charge of the classes in their respective class rooms during these two days.

But to return to the beginning class work. During the last term the work became very interesting, short sentences—requests and orders—being given, all of which were acted out by the pupils. They enjoyed this work the most of the whole programme. The daily practice on sounds and combinations continued.

The forms of the printed letters were also taught the last term. At the end of the year the class knew about 275 words, the name of the number of objects in a given group to six, their given names, and the given names of their classmates, and all the teachers' names. I was often surprised to see how much use they made of their language.

Then the second year they are all ready for questions, of which they have only had: What is this? What color? How many? They begin second-year work with the schoolroom; learn the names of the objects in it, what the same are made of; such adjectives as heavy, large, strong, etc. Next they go to the garden for their lessons. Here many new verbs come into the work. The home follows the garden. In the school are models of the different rooms of a house with their furnishings. They learn about each of these. After the home comes the street. Reviews of the whole occur about once a week. In numbers they are learning 20—all the additions and subtractions. I saw a device here which seemed to please the children greatly and make subtraction plain to them. On the floor in front of the class the figures from 1 to 10, inclusive, were written in a column. The teacher gave the exercise orally to the class as 8 less 3, and called a pupil to perform it. The child came forward and took his place on the 8. As he stepped on the 8 he said, "1;" looking up the column he counted "2, 3," and then jumped onto the 5. He then repeated "8 less 3 is 5." The more difficult subtractions, or the hard jumps, were remembered because only a few could jump them. When I came around again after five weeks, they could answer as fast as the teacher could give the exercises. In the second year begins home work, and then



very little written work is done in school. Indeed, I might say none is done after the second year. In the lower classes the home work is all the work they have had in school. There is no original work. All through there is less of it done than we do. There is scarcely any below the fifth year. In the third year the pupils receive their first reading books, begin the Old Testament stories, and begin a wordbook.

The new and difficult words occurring each day, with the date above and a synonym opposite, are written in columns. One or two sentences are generally written to illustrate the use. If the word is from a lesson in a text-book the page and name of the lesson are also noted. These books are kept on through the entire course. It is remarkable how much the pupils use them and how quickly they can find the word they want. They also begin journal writing in the third year, but they only write when something unusual happens, maybe once or twice a month.

At the end of the third year I began to notice that our pupils are in advance in knowledge in corresponding years from here up; but just in the same measure their speech and lip reading surpasses ours. Their language in answer to questions on a reading lesson, or anything requiring the same thought put in another form, is very much ahead of what I expected to find, being, with but few exceptions, grammatically correct. The schools are smaller; there are no deaf teachers; the children are constantly under the supervision of some hearing person, who can correct their speech, both pronunciation and grammatical form, and the results are seen everywhere. The lip reading was the most wonderful to me. Pupils read the lips of classmates without any trouble. Very seldom does the teacher repeat a question or a statement. If some did not get it the teacher calls on some member sitting near to repeat. The attention is almost perfect.

In the beginning of the course they make haste slowly. The teacher is never tired of correcting mistakes in pronunciation, never lets one go by without correction, all of which takes a great deal of time. While they are doing this they can not be imparting knowledge. A pupil who has made a mistake must work till he gets the correct pronunciation, or if it is a grammatical error the teacher tells him. Then, he must repeat the correct form ten or twelve times. Every pupil sits perfectly still, hands on the desk, watching the lips of the one speaking.



Anyone may be called on at any moment, or the class may be required to repeat the sentence. This drill work thoroughly done the first three years makes very little of it necessary in the higher grades. They speak slowly. I happened to be in the fifth-year class the first day I was in the school. I had never heard a deaf person speak German, but I understood every word spoken and could hear, though I sat at the back of the room. The voices were good, and the pupils are everywhere required to speak loud from the beginning. I noticed the same in the other schools which I visited. I speak mainly of the Berlin school because it is the most firmly impressed on my mind.

In Würzburg, where I spent a week, they had been making quite extended auricular experiments. Two years ago they had two auricular classes. They were doing nothing in this line at the time of my visit, but the teacher showed me the different instruments he had used and illustrated their use. The board, superintendent, and teacher all agreed that the small gain did not pay for the amount of time spent. Here there is a deaf and blind girl, Theresa Exner, who lives in the superintendent's family and has a private teacher.

The school at Gerlachsheim was the largest I visited, having in the neighborhood of two hundred pupils, nearly all living in the school.

The school at Halle has about fifty pupils, all of whom either live at home or board in private families. The speech and lip reading was very good. The beginning class had done just about the same work as the class in Berlin.

The Dresden school I only visited at the time of the convention and am not able to express any opinion. We saw the classes, but not at work. The exhibit of manual work was very good, embracing all the trades usually taught in schools for the deaf.

Coming to manual work reminds me of a point I wish to mention. Germany does not intend her schools for the deaf to be training schools for trades. Their duty is to make good, law-abiding citizens. This is why their course of study is so much shorter than ours. In most schools it is seven years, in a few eight, and in some only six. When the school course is finished the pupils are apprenticed to a master. The superintendent and teachers voluntarily assume the duty of providing those having special talents with masters, advising the

parents, and keeping a general oversight of the apprentices if they remain in the town where the school is located. Many from away remain in the family where they have been boarding during their school time. To encourage a master in any trade to take a deaf apprentice, the Government offers a reward of 150 marks to such master on condition that the apprentice passes the required examination, thereby proving that he is able to support himself by working at his trade. The master is also required to receive the apprentice into his family and supervise his social life. In the Kingdom of Prussia this reward has been given since 1817. In 1870 it was extended to the whole of Germany. The same is also allowed for girls when the same conditions are filled. From the class which graduated from the Berlin school last spring two boys were admitted the Royal Porcelain Factory on presentation of their drawings. In all cases of children from the provinces it is preferred to return the children to their parents and place them under a master there, but in many cases this is impossible. It is believed best to prevent as much as possible the forming of large societies of deaf persons in the institution towns, because the more the deaf, on leaving school, are with hearing people the more they grow like them.

Former pupils returning to visit the school often have not only retained their pronunciation but have greatly enlarged their vocabulary. I especially remember a young lady who visited in the superintendent's family last winter. She talked about all the general topics of the day, talked without being questioned and seemed to enjoy it. Whenever I went to the school Sunday afternoons and there were former pupils there visiting with the boys, I noticed that they always talked. While they made now and then a sign, their lips were moving all the time, and, strange, when talking among themselves they always speak without voice. An incident which occurred at Frankfurt will show how little the children in the schools for the deaf in Germany know about signs at the present day. A deaf peddler came onto the playground one day and began signing to the children. They could not understand him, neither could the teacher on duty. Mrs. Vatter, the superintendent's wife, had to come and interpret what the man said. I saw very few signs anywhere. In the smaller schools, like Frankfurt and Halle, I saw none. I was in the class room, in the work-room, on the playground, and at the meals, having every

opportunity to observe. Please remember this applies to the schools. In the societies I did see an extended use of signs. I inquired of the teachers in the different schools I visited what signs the children made for some common words like home. In no case did I find the conventional sign. They point for "home" as we would for "over there." I did not see any manual spelling nor anyone who knew the alphabet, and they count on both hands as the children in the public schools.

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VISITS TO FOREIGN SCHOOLS.

[By Miss Kate F. Hobart, Horace Mann School, Boston, Mass.]

It was my good fortune, during my rest of fourteen months abroad, to have the opportunity of visiting a number of the schools for the deaf, and it is of these visits that I have been asked to tell you. In my description I shall classify the schools, not in the order in which I visited them, but according to the countries in which they were situated.

The English schools which I saw were in London, Edinburgh, and Glasgow. In London two of the schools were "board schools," which correspond to our public day schools, and the third a private day school. There are in London some sixty classes for the deaf, connected with the board schools. These classes are located in the school buildings of the hearing children, generally. The attendance in school is based upon age and not upon the number of years in school. A child is not allowed to remain in school after reaching the age of 16, with an occasional rare exception. Within a few years attendance has been made compulsory at the age of 7, which is increasing the number of years a child is in school. In London "speech is compulsory," as one interested in the deaf told me, "at least an accomplishment." In the first of the two board schools which I visited the classes had the pure oral method; in the second some classes used the oral system, while others used the combined. In all the oral classes which I visited the lip reading was very good, the speech very understandable. Professor Van Pragh kindly showed me over his private school, which is a pure oral day school. Professor Van Pragh has both classes for children and normal classes for teachers. The results shown by the children proved the success of his work. In Edinburgh a two-handed manual is used, the oral method only in cases of exceptionally bright

children. To a limited extent the children had very good control of written language. The director spoke especially of the difficulties he had in fitting the children to read for themselves. In Glasgow the combined method has been used; to-day every class that enters has pure oral teaching. The director is making every effort to spread the oral work throughout the school. With the youngest children I heard a successful reading lesson from a primer, and with the oldest pupils I held a pleasant conversation. In these two institutions much attention is given to the industrial classes.

In France I visited the national schools, that for the boys in Paris and that for the girls in Bordeaux, both of which, as you know, are institutions. From the sign method, in use in Paris years ago, the institution has changed to the oral system. I saw the entering class working with elements, the second class using simple language, and higher grades employing language fluently. The teacher of the fourth class was making personally a thorough study of aural work and inquiries about Dr. Gillespie's work. The institution of Bordeaux for the girls was one of the two institutions that stood for the most successful work that I saw. In Bordeaux I heard very pretty speech. The method of presenting the language and all the teaching seemed based upon modern methods. The girls were interested in their work, and delighted to speak with my friend, a perfect French scholar, but one who had never met nor conversed with the deaf before. She was charmed with the work and the correctness with which the children used language, and had no trouble whatever in understanding them.

In Italy my visits were to the two national schools in Naples and the two in Rome. The principal at the institution for boys in Naples was much interested in working out a scheme of exercises based upon the metronome as a means of best developing accent and rhythm in speech. He had not quite completed his work, but it was to be published soon. The chief hand work was clay modeling, but that, he said, was not to teach them modeling for the entire sake of the modeling, but to educate their hands and minds, a good solid principle, surely. The school for girls showed what is a strong element in many Italian schools for girls. While interested in the mental development of the girls, and teaching by the pure oral method, the chief point was their needlework, sewing, embroidery, and lace work. In Rome, as in Naples, the national schools had

the oral method, and some of the work was in advance of the work in Naples. It was in the boys' school that I saw a very interesting oral lesson on the use of the words "neither—nor," and also of the word "while." The work in the girls' school was very good—far in advance of the corresponding school in Naples, the embroidery, etc., evidently holding a secondary place.

And lastly come the German schools. It was in one of the schools in Berlin that, having gone from class to class, seeing articulation, language, arithmetic, etc., I concluded my visit by listening to a lesson in the highest class on the Franco-Prussian war. In Dresden I was much interested in the questions of the children of our school in Boston, my ocean trip, etc., and I enjoyed also a mental arithmetic lesson in practical questions involving the use of fractions. But my day at the institution in Munich stands as the brightest in all my visits. While to my mind Bordeaux, taken all in all, stands for the work that may be accomplished by the teaching of elements as a foundation of speech, so Munich proves clearly the success which comes from the word-method as a foundation.

I hoped to see some of the schools in Sweden, but my stay there was too late; the schools having closed before I arrived.

In all my visits my welcome was very cordial, and every opportunity was given me for seeing the work. Principals and assistants, with scarcely an exception, were earnest workers in giving to the deaf speech, which is all in all to them, and the same education which is provided for their hearing brothers and sisters.

#### THE ADVISABILITY OF ENTIRE SEPARATION OF MANUAL AND ORAL PUPILS.

[By Warren Robinson, Wisconsin.]

In this brief paper I shall avoid unnecessary details, fine distinctions, the relating of individual experience, the discussion of the important relation the various uses the hand bear to mental development, or the influence of the principle of association in educating, trusting to the most favorable conditions to decide in each case how far the work of speech teaching may be carried without being a drawback or hindrance to a fairly well rounded education, for the average school life of the deaf is under five years. Understand, I do not wish to underestimate the value of speech and lip reading as factors in education, though the nature of deafness more or less

reduces their force. The point to which I desire to call your attention is the securing of conditions essential to a larger practice in speech and speech reading. Whatever plans may be laid to achieve this object will fall short where the conditions are lacking just as certain as that vegetation will not thrive in an uncongenial soil. So it is a condition, not a theory, I am speaking for, and that condition is "oral environment" while pupils are oral pupils, whether on trial or under oral instruction. We learn a thing, if it is learned at all, by doing it, not by being told how or by occasional practice. Particularly is this true of speech and lip reading. Even the acquisition of speech by the hearing is not accomplished in a day or without difficulties. Have you ever stopped to think how long it takes a hearing child to learn to talk? The writer's little girl, now in her eighth year, has been at it ever since she was six or seven months old, and can now talk pretty well; but from that time to this she has been exercising her vocal organs in every conceivable way, and, in addition, has been all ears, listening to everything.

Now, if it takes all this time, practice, hearing, and freedom for a hearing child to learn to talk, does it not stand to reason that it will require more for a deaf one? It is not being claimed that all the deaf are going to learn speech even under the most favorable conditions, but that the conditions should be as near as possible to those enjoyed by a hearing child to secure the best results. Otherwise, it can hardly be said that a fair trial has been made.

The qualities of speech or what successful speech is are not now under consideration; but it might be said in passing that Principal Job Williams, of the Hartford School, Dr. Bell and Superintendent Dobyns, of the Mississippi School, all appear to agree that a successful case is a pupil who has so far mastered speech and lip reading as to be understood by members of his own family and possibly intimate friends. There are also those who maintain that a fair proficiency in lip reading, with less power of speech than above mentioned, entitles a pupil to be continued as an oral pupil.

How the persons just referred to would regard the complete separation of these two classes of pupils from the manual pupils I am not in a position to state.

To give the idea contained in this paper definite form, and to place it in line with the present tendency to afford still greater



facilities for the acquisition and practice of speech and lip reading, I offer the following plan:

The pupils of the oral and manual departments to live separately, occupying the shops at different times; all pupils to be given a trial more or less prolonged, as the case seems to warrant; those who show unsatisfactory progress in the oral department to be transferred to the manual. This leaves two more classes to be considered—those whose speech is so unpromising as not to justify their being deprived of the educational advantages of manual methods for more than half the course, and those of the older boys or girls who may desire to quit the oral department, but can not get the consent of their parents.

For an arrangement of this kind, if fairly carried out, it does not seem unreasonable to claim such advantages as the following:

It will bring about more favorable conditions for oral work; it will set to work influences in the direction of speech and speech reading which can not be secured in any other way; it will allow a reasonable measure of freedom which is inseparable from the successful prosecution of all educational work; it offers to both speech and education opportunities commensurate with their importance; it will have a tendency to inspire more confidence in our large schools; and, finally, the plan itself is its best safeguard against extremes.

Of course the immediate adoption of such measures as suggested here is not to be expected; but a consensus of opinion will go a long way toward determining the line of action to be pursued, for it is doubtful if there is a single individual among us who would care to assume the responsibility for the settlement of such a momentous question.

But the question may be asked, "Does this plan not contemplate a radical change in the present combined or eclectic system of our schools?" From my point of view, not at all. To me the eclectic system not only means the most suitable methods, but the most suitable conditions as well. The two departments will only be more sharply distinguished, but, side by side, each will perform its part or assist where the other fails in helping forward the evolutionary process of human development.

In closing, it is no more than justice to myself to state that the conclusions I have reached are the result of careful thought



and observation, the high estimation in which I hold practice, my experience in keeping up my own speech, conversation with different people, etc. I brought the subject to the attention of the teachers' association of the Wisconsin School for the Deaf six years ago and again last winter substantially as presented to you to-day. When I was encouraged to bring it before this meeting I thought no harm could come from an honest discussion of the matter, but possibly some good.

## DISCUSSION.

Mr. Rogers asked for a show of hands on the main idea of Mr. Robinson's paper. Mr. F. D. Clarke asked Mr. Rogers to withdraw his request, and Mr. Rogers expressed his willingness to do so, but Mr. J. R. Dobyms urged him not to withdraw it.

Dr. GALLAUDET. I have listened to the paper with great interest for two reasons. First, because the writer was once a student at Washington. I am proud of his success. I should receive his views with great respect. Second, he suggests an arrangement which I think is to be approved. I say this with the qualification that the details should be carefully considered. Much would depend upon a number of possibilities and other things. I made a report thirty years ago, after a trip to Europe, where I saw an arrangement in Copenhagen where two schools were under the management of a joint committee representing these schools. Pupils were transferred from one school to another. They were kept separate for reasons stated by Mr. Robinson. The institution at Mount Airy, Philadelphia, had a chance to carry out such an arrangement for the education of the deaf. I look upon the Mount Airy plan with much favor. But it is of great importance that under an arrangement for separating pupils such as Mr. Robinson suggests great care should be taken that pupils should not be retained in the oral department whose success in speech is limited.

Mr. HILL. I am not satisfied in my own mind and want to ask one question, and that is, where it has been tried I suppose the object is to get rid of signs. Is there such a separation at Mount Airy as to preclude signs? If there is, I should like to know the result of it.

Dr. CROUTER. I would not say that signs have been entirely

suppressed among the pupils of the oral department nor of the manual department. I do say signs are not used for purposes of instruction by the teachers of our oral department. When I say that, I wish to be understood as saying that conventional signs are not used. Natural signs and gestures are necessarily used at the primary stage. Signs are not necessary—I mean conventional signs—even in the manual department. I do not want a vote taken on Mount Airy methods. I would prefer personally that my good friend Mr. Rogers withdraw his question. I do not want Mount Airy voted up or down at this time. Let everyone prove this matter for himself. Educational methods can not be created by mere votes of conventions.

Mr. F. D. CLARKE. I do not suppose that it is necessary to tell this audience that I do not know how to conduct a school without signs. I think you will know where I stand. With all due deference to Mr. Rogers and without implying that he meant to criticise another school, I would not like to see a vote on this question.

Mr. ARGO. I fully intended to ask the question myself, because I want to know. I have asked the question many times privately. I want to get the best results, and I will follow that plan. You know that in combination schools when you have both departments, the oral and the manual mixed, you do not get the best results. If I had an arrangement suitable for separation and an unlimited pocketbook I should separate them. This convention is agreed upon two or three things. We agree that the semimutes should be taught orally and that a percentage of the congenitally deaf should be taught orally. Some think it should be 30 per cent and others think it should be 90 per cent. Now the question before us is, What is the number to get the best results? Of course I understand there may be many things to be considered, but I do not see any objection to getting an opinion as to whether it is better to separate the manual and oral pupils or not. Someone who has tried both plans ought to be able to give us the result of his experiment. We are here to obtain the experience of those who have had an opportunity to try both plans.

Mr. MOSES. I do not think this question can properly come before the meeting. I do not think it is proper for this convention of instructors to issue formulated announcements of their views. It would be the announcement of the views of

the whole convention and that would be unwise. If it is to be taken up at all, it must be in the convention of principals and not in a section of this convention.

The president upheld the point raised by Mr. Moses, and the discussion was dropped.

#### ORAL WORK WITH CLASSES OF PUPILS OF THE OHIO INSTITUTION.

[By Mrs. Mansur.]

A lesson was given to a class of one pupil. The name of the pupil was James Grafton, and he was 11 years old. The pupil was put through a series of test exercises to show his ability to read the lips. He was also given a lesson in numbers on the blackboard to show his ability to add numbers. She also brought out the fact that the boy had been to Camp Bushnell, and had seen the soldiers there. She asked a great many questions in regard to the camp, all of which were answered satisfactorily by the boy. This boy was quite intelligent and showed very careful training. She gave him a list of words from a story and had him write the story from memory.

#### LESSON BY MISS GREENER.

This lesson was given by Miss Greener to a class composed of three girls and two boys. They were two-year pupils. She had an Indian picture scene from which she developed the lesson. In this lesson she taught them many facts in regard to the Indian race. There was a baby in the picture, from which she taught them many lessons of home life. The lesson was quite interesting throughout and engaged the close attention of the audience.

Dr. WILLIAMS. Are these children congenitally deaf?

Miss GREENER. I do not know.

Mr. JONES. I can not tell from the records. Some of them, so the records say, lost their hearing when they were 19 months old.

#### LESSON BY MISS SCHWEGLER, OF THE CINCINNATI DAY SCHOOL.

This lesson was given to two pupils, a girl of 12 years and a boy of 14 years.

Miss Schwegler said: "I had no intention of bringing any children until the Washington convention. I wrote to the teachers at Cincinnati, and found that all but two had left the institution. We visited the parents, but found that the chil-

dren had gone away for their summer vacation. I wanted to bring my whole class, but I could only secure two pupils. It numbers seven members. I will now give a lesson in history to these pupils, not for the purpose of showing you their knowledge of history, but for the purpose of showing you their ability to read the lips.

"The girl has been in school for six years, and is totally deaf. The boy is semideaf, and he has attended school for the same length of time. He can not depend on his hearing when I speak to him in a low voice."

The teacher then developed the story of the Revolution in a very interesting manner. She also gave them a lesson on the present war and the country of Cuba, which showed them to be well up on current events. The teacher said the boy was a great reader of the newspapers. She also taught them in regard to Havana, and talked to the class about Washington, Dewey, and Benedict Arnold.

LESSON BY MISS GRIMES, OF THE OHIO INSTITUTION.

This lesson was given to two girls, who had been in school for six years. The teacher said that these children were born deaf, and had remained totally deaf from childhood. She gave them a lesson in arithmetic. She gave various numbers, beginning with those containing three figures. The teacher then gave them the problem of reducing 4 bushels 5 pecks 5 quarts and 2 pints to pints. The children solved the problem without difficulty by the analytical process, writing each successive step of the process on the blackboard. The work of the class showed very careful training on the part of the teacher. Some questions were asked by the audience and satisfactorily answered by the teacher.

Reports of oral work in schools were omitted, and the oral section was adjourned. Dr. Gallaudet took the chair and read the following telegram:

YONKERS, N. Y., August 1.

Mr. E. M. GALLAUDET, *President*, and J. R. DOBYNS, *Secretary*:  
(Care Convention of American Instructors of the Deaf, Institute for the Deaf and Dumb.)

I have received with gratitude the telegraphic message of the convention. It is a benediction on a long life spent in the cause to which its members are devoted.

ISAAC LEWIS PEET.

The meeting then adjourned till 7 p. m.

## 170 CONVENTION OF INSTRUCTORS OF THE DEAF.

### BUSINESS SESSION.

The meeting was called to order at a quarter past 7 by the president. Resolutions were presented and adopted as follows:

1. It has been the custom to collect and publish necrological reports in the proceedings in the previous meetings of this convention in reverence for the memory of the departed friends who were engaged in this profession.

Since the last convention there has been a considerable number of our fellow-teachers who have passed away to enter the heavenly life.

I move that a committee of three on necrology be appointed by the president of this convention to collect obituary accounts, and present a report with them at this convention at some time before the sine die adjournment of this convention, and that the same committee be further continued in office to prepare and give another report in advance for our next convention.

Presented by Mr. Larson. The president appointed Mr. Larson, Mr. N. F. Walker, and Dr. De Motte on this committee.

COLUMBUS, OHIO, August 1, 1898.

DEAR SIR: The committee on a graded course of Sunday-school lessons reports progress, and, in view of the magnitude of the work, suggests that it be granted until the next convention in which to present a complete report.

Respectfully,

J. H. CLOUD, *Chairman.*

Dr. E. M. GALLAUDET, *President of the Convention.*

2. To grant more time to the committee on a graded course of Sunday-school lessons to prepare their work. Presented by Mr. Cloud.

3. *Resolved*, That the members of the convention of American instructors of the deaf recognize in the Volta bureau an important adjunct to the work of the education of the deaf, and they hereby express their appreciation of the valuable service the bureau has rendered to the cause so near their hearts by the collection and preservation of material and the dissemination of publications relating to the education of the deaf.

*Resolved*, That the secretary be requested to transmit a copy of the foregoing resolution to the superintendent of the bureau.

Presented by Dr. Gallaudet.

The Secretary then read the report of the executive committee:

COLUMBUS, OHIO, August 1, 1898.

*To the Convention of American Instructors of the Deaf:*

The standing executive committee, as required by section 5, Article IV, of the constitution, begs leave to present the following report:

The committee was directed by a resolution of the convention, adopted July 8, 1895, "to prepare and file proper articles of incorporation under the laws of any State or district, as it may elect."

In accordance with this resolution the committee secured the passage by Congress, and the approval by President Cleveland on the 26th of January, 1897, of the following charter:

# CONVENTION OF INSTRUCTORS OF THE DEAF. 171

An Act to incorporate the Convention of American Instructors of the Deaf.

*Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled,* That Edward M. Gallaudet, of Washington, in the District of Columbia; Francis D. Clarke, of Flint, in the State of Michigan; S. Tefft Walker, of Jacksonville, in the State of Illinois; James L. Smith, of Faribault, in the State of Minnesota; Sarah Fuller, of Boston, in the State of Massachusetts; David C. Dudley, of Colorado Springs, in the State of Colorado, and John R. Dobyns, of Jackson, in the State of Mississippi, officers and members of the Convention of American Instructors of the Deaf, and their associates and successors be, and they are hereby, incorporated and made a body politic and corporate in the District of Columbia by the name of the "Convention of American Instructors of the Deaf," for the promotion of the education of the deaf on the broadest, most advanced, and practical lines; and by that name it may sue and be sued, plead and be impleaded in any court of law or equity, and may have and use a common seal and change the same at pleasure.

SEC. 2. That the said corporation shall have the power to take and hold personal estate and such real estate as shall be necessary and proper for the promotion of the educational and benevolent purposes of said corporation, which shall not be divided among the members of the corporation, but shall descend to their successors for the promotion of the objects aforesaid.

SEC. 3. That said corporation shall have a constitution and regulations or by-laws, and shall have power to amend the same at pleasure: *Provided*, That such constitution and regulations or by-laws do not conflict with the laws of the United States or of any State.

SEC. 4. That said association may hold its meetings in such places as said incorporators shall determine, and shall report to Congress, through the president of the Columbia Institution for the Deaf and Dumb at Washington, District of Columbia, such portions of its proceedings and transactions as its officers shall deem to be of general public interest and value concerning the education of the deaf.

Approved, January 26, 1897.

As required by section 3 of the charter, the incorporators, being the same persons as the members of your standing executive committee, adopted, by a unanimous vote, the constitution, which was accepted by the convention at Flint, Mich., July 5, 1895.

Mr. S. T. Walker, the secretary of the convention and of the committee, tendered his resignation of those offices in the summer of 1897, shortly after his retirement from the superintendency of the Illinois Institution for the Deaf and Dumb.

His resignation was accepted on the 28th ultimo, and Mr. J. R. Dobyns was elected by the committee to take his place as secretary.

Receipts of the committee since the last meeting of the convention:

Two life-membership fees .....	\$50.00	
Membership fees .....	494.00	
Annual dues .....	265.00	
Contributions .....	2.00	
Interest on deposits .....	4.25	
		<hr/> \$815.25

Expenditures of the committee:

For printing proceedings of the convention held at Flint, Mich .....	\$585.00	
For stationery, postage, expressage, etc .....	29.09	
		<hr/> 614.09

Leaving a balance in the hands of the treasurer July 27,  
1898, of ..... 201.16

## 172 CONVENTION OF INSTRUCTORS OF THE DEAF.

The committee arranged by correspondence, and a visit of the chairman to Columbus in October, 1897, without expense to the association, for the meeting of the convention now in progress.

Since the treasurer's report was handed into the committee additional membership fees and annual dues have been received by him to the amount of \$305, making the balance now in his hands \$506.16.

The roll of active members of the convention, entitled to vote and hold office, is as follows:

The roll of members was then called. A quorum being present, elections were announced in order. Mr. Walker moved that nominations from the floor be allowed. Mr. Nelson amended, by substitution, that an informal ballot for president be taken. Mr. Booth and Mr. Moses raised points of order, but Mr. Nelson's amendment was seconded, the chair ruling that it was in order, and it was passed.

Messrs. Mitchell, Argo, Day, and McGregor were appointed tellers, and balloting began, with the following result:

President, Dr. E. M. Gallaudet; vice-president, R. Mathison; secretary, J. R. Dobyns; treasurer, J. L. Smith; directors, W. K. Argo, Miss S. Fuller, and Robert Patterson.

The following committee was appointed to nominate the chairmen of sections: Dr. Wilkinson, Dr. Crouter, Mr. Burt, and Mr. W. O. Connor.

The following were reported as nominations for chairmen of sections:

Normal section, W. A. Caldwell; oral section, Dr. J. C. Gordon; auricular section, E. H. Currier; kindergarten section, Miss Mary McCowen; industrial section, W. Robinson; art section, Ernest Zell; eastern section, E. B. Nelson; western section, F. W. Metcalf; southern section, W. O. Connor.

The secretary was empowered to cast the ballot of the convention for all these nominations.

The following committees were announced later:

*Committee for the normal section.*—W. A. Caldwell, chairman, California; J. W. Blattner, Texas; Mrs. Alice N. Smith, Minnesota; H. E. Day, Kentucky; Mrs. Sylvia C. Balis, Ontario.

*Committee for the oral section.*—Dr. J. C. Gordon, chairman, Illinois; Miss Mary McCowen, Illinois; J. W. Jones, Ohio; Miss Frances Wettstein, Wisconsin; Mrs. Lottie K. Clarke, Michigan.

*Committee for the auricular section.*—Enoch H. Currier, chairman, New York; Dr. J. C. Gordon, Illinois; F. D. Clarke, Michigan; Miss Catharine S. Siles, Ohio; R. O. Johnson, Indiana.



*Committee for the art section.*—Ernest Zell, chairman, Ohio; Miss Jessie Connor, Georgia; Theophilus d'Estrella, California; Miss Gabriella Le Prince, New York; Mrs. Sylvia C. Balis, Ontario.

*Committee for the industrial section.*—Warren Robinson, Wisconsin, chairman; E. McK. Goodwin, North Carolina; Edward J. Hecker, Indiana; Miss Minnie Overton Bell, Missouri; Miss A. F. Struckmeyer, Wisconsin.

*Western local committee.*—F. W. Metcalf, chairman, Utah; Miss Effie Johnston, Illinois; N. B. McKee, Missouri; D. F. Bangs, North Dakota; Conrad Spruit, Iowa.

*Southern local committee.*—W. O. Connor, Georgia, chairman; Philip H. Brown, Louisiana; J. H. Johnson, Alabama; Mrs. Anna C. Hurd, North Carolina; Mrs. Anna Rogers, Kentucky.

*Eastern local committee.*—E. B. Nelson, chairman, Rome, New York; F. W. Booth, Pennsylvania; Robert Patterson, Ohio; T. P. Clarke, Michigan.

## SIXTH DAY.

### MORNING SESSION.

TUESDAY, *August 2.*

The convention was called to order by the president at a quarter past 9. Prayer was offered by the Rev. Mr. Cloud. The minutes of the preceding sessions were read, amended, and approved. Rev. C. L. Zorbaugh, of Cleveland, and Stephen R. Clark, a former superintendent of the Ohio institution, were elected to honorary membership. A letter from the Hotel Association of Chicago, asking that the next meeting be held in that city, was referred to the executive committee.

Mr. Caldwell took the chair and the work of the normal section began with the question box. Questions were answered by Mr. Argo, Mr. Dudley (through Mr. Argo), Mr. Clarke, Mr. Smith, Mr. Blattner (through Mr. Booth), and Mr. Cloud.

### THE ROTARY SYSTEM.

[By G. M. McClure, Danville, Ky.]

This is an age of specialists. In every department of human endeavor we see the world's work divided and assigned in detail to those best fitted by education and training to accomplish it. The wonderful advance in the arts and sciences that has marked the closing years of this splendid century is due largely to the extension of this principle. Is there a place for it in our schools for the deaf? If so, where, and how far can it be advantageously applied? A number of the largest and most progressive schools favor it; others are not convinced of its utility. The schools using it give it different scope. Where is the point of vantage and what are the objections of those who oppose it?

"Classes or departments?" is a term met with increasing frequency in the discussion of matters relating to our work. There are two sides to the question, and in gaining in one direction we must in some instances lose in others. The class system has come down to us from time immemorial. There is nothing experimental about it; it is a tried and seasoned system, under which our schools have prospered and are prosper-

ing, and is not to be lightly discarded. As that able teacher W. G. Jenkins said, "The man who shuts his eyes to the past as a source of guidance and knowledge does not know how to face the future."

But the same authority also said, "To hold on to the past just because it is old would be intolerable;" and if we do not keep our minds open to conviction of the possibility of something better than we have yet known we are false to our duty.

The teachers of the deaf are substantially agreed that the department system, or, as it is generally called, the rotary system, can not be profitably introduced before the sixth or seventh year of the course. The character of the studies hardly admits of a satisfactory division of the work before that stage is reached, while it is admitted by nearly all of even the most pronounced advocates of the system that during those earlier school years the pupils need a teacher who will act the part of "guide, philosopher, and friend," who will stand in a relation almost as close as that of parent—something possible only under the class system. Children hunger for affection, and during their earlier years are more easily controlled, and are happier, I believe, under the charge of a single teacher; but as childhood passes into youth the horizon of the pupil should broaden also. The change from the class to the rotary system does not mean that the pupil is thenceforward to be left to himself, since he will have several teachers instead of only one to take an interest in him. It is a natural progression from a smaller to a larger world, where at a stage when he is beginning to think and reason for himself he is given a better opportunity to use his powers. The pupils in our schools lead very secluded lives, and meet all too few people from the outside world. It is a great advantage to have them brought into contact with as many people of the right sort from this world as possible during the closing years of the course. It teaches them to look at things from more points of view, to be more self-reliant in character, more independent in habits of thought, develops a stronger individuality, and makes them better acquainted with their own points of strength and weakness.

Then, even the best teacher is hardly all sufficient as a model for his class. Some desirable principle almost negative in one teacher may shine forth strong and positive in another.

Whatever view we may take of the importance to be ascribed to the personal elements entering into the question of the child's

education, I think it must be admitted that the teaching is better under the rotary than under the class system, other things being equal. A teacher can do his best work along lines that are congenial to his tastes; which he understands best, and for which he has that intangible something called "knack." When there is in a school an instructor with a special aptitude for teaching some one branch, it seems a pity to confine his talent to the narrow field of a single class instead of giving several classes the benefit of it. It is possible to get the teacher's best and lose his worst. The system is fairer to the pupils, in that it gives them the benefit of the average teaching talent of the school—an average of the best that a number of specialists can give them at that. It is quite possible for a teacher whose general work is of very ordinary character to do excellent work when his energies are concentrated on a single subject. Concentration of thought, purpose, energy, and study in one direction is bound to tell. The lesson of life, repeated with endless iteration from Bacon, the Wise, who started in life with the splendid declaration, "I have taken all knowledge to be my province," only to be distanced in spite of his unrivaled talents and tireless industry by inferior men who attempted less, down to the business man who failed yesterday because he had too many irons in the fire, is that the man who takes for his governing principle "one thing I do" accomplishes more than he whose energies are divided.

The system insures an equable division of the pupil's time among the various branches, and therefore a more equable development. Frequently a class will fall behind the course in certain studies and run ahead in others. It will almost invariably be found on examination that the one in which they get ahead is the teacher's favorite, and the one in which they fall behind that in which he has least interest.

It is sometimes urged that there is a loss of time in passing from one room to another and in getting settled to work, and from the inability to use profitably any scraps of time that may be left after the recitation is over. I believe it is the custom in some of the schools where this system prevails to dispense with recess for the rotating classes, and by doing so and allowing five minutes for each change the time consumed is no more than where a recess is given. But it requires a little time to change from one study to another by any system, and the

stretching of limbs and momentary "let up" in the grind often means the difference between dull, listless pupils and bright, cheerful ones. The teacher who has gone into the lesson can usually estimate very accurately how long it will take to finish a lesson and can be trusted to see that there is no waste. There is usually enough supplemental work that can profitably be done on a lesson to occupy every scrap of time that the teacher can get for it; indeed, the main trouble is not how to get work to fill out the time, but to get time to accomplish the work desired. When time does accumulate on the teacher's hands, if he is worthy of his position he will be found to possess resources enough to employ it profitably, irrespective of the system by which he teaches. Both teacher and pupil learn to work fast, and rapid work—not slurring work, but the work that flows from a quick, alert mentality, conscious that the period allowed for accomplishing the task is short—is the best work; the minutes take on a larger value, and the consequences of wasting them are made apparent; the pupil learns the value of finishing his work on time, knowing there is no period allowed for overlapping.

Two of the problems of the system are what to do with the bright pupil who finishes his work ahead of the class, and what with the slow one finishing behind. But these problems worry us under the class as well as under the rotating system, and must be met largely in the same way—by the ingenuity of the individual teacher. I believe the objections have been successfully met in those schools that have adopted the rotary system, and can always be met by a resourceful teacher.

The teacher under the rotary system becomes a better judge of values. He learns what is and what is not essential in his specialty in order that this year's class may be prepared for what they will be called upon to do next year. When a new class is put into his department he has the entire course for several years constantly before him day after day, and can so shape the instruction as to make it tell on the balance of the course most effectively. He learns to economize time—to get through in ten minutes with what formerly took half an hour; to dispense altogether with many inconsequential things, and becomes familiar with a thousand helpful expedients.

Other advantages are the economy effected in schoolroom appliances. All the apparatus and aids in any one study may be gathered into one room—quite an important item where an

institution has but a slender purse; the better cultivation of the social side of the pupil by doing away with some of the shyness and awkwardness natural to those who meet but few people from the larger world; the relief from tension afforded where a teacher has had trouble with one of his pupils; the relief from monotony to pupils by a change of surroundings, and to both teacher and pupils by a change of faces.

By far the most serious objection brought against the system is that the language of the pupils suffers. If this could be shown to be true it would be sufficient to condemn it, whatever its advantages in other directions might be, for we all recognize that the most important as the most difficult part of our work is to give the pupils the ability to use the English language. But I do not believe that the charge can be sustained. The pupils should be pretty well grounded in the elementary principles of the language by the time they reach the rotating classes, and in these last years at school it seems to me that the services of a trained teacher, with a presupposed capability in this line equal to, at least, if not superior, to that of the best of his fellow-teachers, should be particularly valuable in the language department. In the last years of the course—as soon as such studies as history and geography are taken up—new words, idioms, phrases, and language forms pour in with bewildering rapidity, and to handle this mass of new material successfully taxes the powers of even the best-trained and most experienced teacher. It would appear also that the fact that the language course remains for years in the hands of such a teacher, with his experience with classes just ahead to guide him, could not fail to be of advantage. There is room here, certainly, for the work of an intelligent principal in directing the course, and for a loyal holding up of the language teacher's hands by his coworkers under the system, but it is hard to conceive of a conscientious teacher without some sense of responsibility for the pupils' improvement in language. It is impossible to conduct a recitation in a class that has reached the rotary stage without a reasonably accurate use of English; and no matter what he teaches, each member of the system finds himself still, to a great extent, a teacher of language. The language work is apt to be quite as well done as it would have been under the class plan. Even if it be conceded that it is not all it should be, it must be borne in

mind that the teacher, by the other system, sometimes grows weary of correcting errors in English while conducting a recitation in history, and is guilty of some sins of omission of his own.

In what I have said of the advantages of the rotary system I have taken it for granted that the conditions were favorable—that the school is a large one, where it is possible to grade the classes closely and where the upper classes are constantly full. In a large school there is a better prospect of finding among the corps of instructors the very one to fit a particular position. The system loses many of its advantages in a small school, and I am inclined to think that it should not be attempted in such. And the best success is possible only where the teachers under the system favor it and are willing to cooperate with one another.

#### THE ROTATION OF CLASSES.

[By Francis D. Clarke, Michigan.]

As an excuse for this paper I wish to say that it was prepared by request; and very possibly the request was made of me because it is well known that in opposing the rotation of classes I stand with a small minority of teachers of the deaf.

Theoretically I am not at all opposed to such a rotation; nor for that matter am I opposed to it in practice, except in the Michigan school. Very possibly in a few years circumstances may so change that I may think it wise to give it a new trial.

A short statement of the reasons why we abandoned the system in Michigan some five years ago, a statement of the good done to our school by the change, and a pointing out of the circumstances under which we may think it wise to resume the custom, will be all that I shall attempt in this paper. It will necessitate some plain speaking and may possibly hurt the feelings of some, but it is not so intended.

The circumstances in Michigan may not at all agree with those in other schools. At the time we abandoned the system in Michigan oral work was receiving very little attention. There was one oral class of three or four grades, and one articulation teacher who taught pupils taken from the shops. The intention to extend this work, especially to form more classes which should do their school work by speech, added greatly to the trouble of classification. The school was small



(only 278 in attendance), and in order to furnish pupils for eight classes it was necessary to begin to "rotate" in the sixth grade. There was not any provision for a principal to have charge of the whole department, and there were a number of pupils who could not, even by the greatest stretch of the requirements, go into the rotating classes. These were formed into two "ungraded" classes and given to one teacher. They did not "rotate." Of course no one expected this teacher and these pupils to be very enthusiastic about the system. And they were not. The pupils especially were entirely devoid of any ambition or hope of doing the work done by others. Everyone else "rotated," and they did not.

Of the other teachers, one taught exactly such branches as he liked to teach; two had some studies that they liked, and some that they did not care for, and one did not have anything that was what he thought he could do best. Their enthusiasm was in exact proportion to their liking for their work. Each teacher had four periods a day. Two of these were devoted to bright classes, on whom they worked hard, and by whom they expected to be judged; two periods were devoted to "dumb" classes. These were by no means dull pupils, but not as quick as the others, and getting slower all the time, because it was generally understood that not much was expected of them. No one was responsible for them. No one expected to make any reputation on them. No one cared anything about them.

The system was remarkably inelastic. If a number of pupils were ahead in one study or found that they could do their work in it quickly and easily and were behind or slow in another, the time saved on the first could not be given to the other, because that teacher had another class.

The objection which I have so often seen made that time was lost in changing classes did not apply, as the changes were made promptly; but, on the other hand, pupils would study hard for one teacher and entirely neglect another. Then, too, the teachers constantly found fault with the work done by each other. One wanted a particular drill in language given by another, so as to help his work in history or geography. Another wanted some subject in arithmetic taught, so that his pupils could understand their work in physics. Time was constantly lost by the necessity to stop work on the second, when frequently several more seconds were needed to finish the sub-

ject under discussion. The whole tendency was toward the concentration of effort on the brightest pupils, toward mechanical exactness, and toward neglect and suppression of unwilling or backward pupils. With the exception of a class or two the whole school was badly behind their grades in arithmetic.

I firmly believe that a teacher of the deaf has a much wider field than the public-school teacher. We must get much nearer our pupils. We must do for them many of those things which are done for hearing pupils by their parents. Character building, the development of right feeling and right acting, as the result of right thinking, is a part of our work, and excuse me if I say that each year that I live I am more and more convinced that it is much the most important and noblest part. The teacher who does this should be praised and encouraged, even if he does not have a class whose percentage in studies is quite as high as some others. Anything that hampers the work of a teacher in this nobler part of his work can not be endured. He must know each of his pupils thoroughly. He should be the intimate, personal, confidential friend of each. Our teachers are such now, but if pupils were trotted through their class rooms at the rate of a dozen an hour this work of the teacher would be greatly hindered.

There comes, or at least there should come, a time in the life of a young person when independence of thought and action should be cultivated; then possibly it may be best to destroy the close communion between teacher and pupil. It does not, however, come as early with deaf children as with hearing. It certainly does not come as early as the sixth year in school. Even our city high schools do not begin to "rotate" their pupils before the eighth or ninth year, and the reason they assign—special teachers for special classes—does not exist with us.

Should the time ever come when we have enough pupils over the tenth grade pursuing studies that require special training in the teachers to keep two or three or more teachers busy, if they can be so graded that it will not interfere with the speech of those who speak, we may have a system of rotating classes, but till then, as we flatter ourselves that every teacher in the Michigan school has the education and ability to teach our highest class, we will probably stick to our present plan of having our teachers teach classes and not subjects.

## SUGGESTIONS ON MORAL AND RELIGIOUS WORK.

[By Dr. De Motte, Indiana.]

I am confident I shall not make a blunder in referring in a prefatory way to the well-known fact that the pioneers in our profession—the men who took the initiative in founding institutions for the education of the deaf and promoting the work in them—were preeminently “men of God;” men who acted under the influence of the impulse of a divine commission, and sought in the Christ spirit to do good “unto the least.”

And further, that in their choice of coadjutors and assistants, they sought out those who sympathized with them in their estimate of the work and were ready to cooperate in carrying out their plans. Everything goes to show that they recognized the moral nature of their charge, and esteemed its education and training of paramount importance.

We are gratified to-day that we recognize in active service many worthy sons and daughters of such worthy sires, and see evidence almost everywhere that this great department, the moral and religious instruction and training of our pupils, is not ignored nor neglected. May the time never come when our work shall degenerate from a broad, generous, loving purpose to enlighten and elevate the humble children of our common Father to the hard, narrow, heartless philosophy which seeks by experiment to reach, arouse, and train into a sort of mechanical activity the purely intellectual nature of those in our charge; seeking rather to enrich the records of science with accounts of new achievements than society with noble, useful characters. We can not afford to undervalue science, or depreciate the work of the purely scientific in the way of discovering and intimating best ways and means, but they must be regarded as instrumental in our work, making way for those more advanced and better agencies and operations calculated to lift the spirit Godward, where it can perceive and accept its relations to God and man in time and in eternity.

It is a natural work—a natural development conducted through natural processes, but we must accept and take in the supernatural or we are not doing the whole work. Indeed, we are neglecting the greater while attending to the less. Oh, we need science, and to know all the deepest researches can give us and to have all the tools and helps ingenuity can invent, but we need them only as and so far as they are helps

enabling us to reach and accomplish our real work—the development and training of a true manly, womanly character.

Successful in our efforts to wrest our work from the sphere of the so-called “benevolences” of the State and place it where it rightly belongs in the purely educational, we need to be careful lest we forget the almost incalculable disparity of our pupils in this respect. Lacking all that comes through the ear and much through the eye for want of explanation—from parents, friends, associates, the Sunday school, and the church through the years of infancy and childhood—they look to us for all they might have received had they been perfect. We are not overestimating this department nor overmagnifying our office. We have no apology to offer for obtruding its importance upon your attention.

We would not overestimate this disparity, and certainly we should never allow the recognition of it to discourage us—to lead us to think we can accomplish but little and excuse us from our utmost efforts. Rather it should, in revealing to us the needs of our charge, inspire us with adequate resolution and determination to meet the demands. One of the worst notions a teacher can entertain is that little can be expected of his pupils. It is not only disheartening, it is criminal.

In approaching this subject, as almost any other department of our work, we are confronted by a multitude of axiomatic or epigrammatic expressions—the crystals of past investigation and experience; cold, clear, beautiful, they excite no more sense of obligation or gratitude than the lines of the multiplication table. Self-evident, they stand before us, not even challenging our acquiescence, knowing that that must be given. “Proceed from the known to the unknown,” strikes one precisely as “five times five are twenty-five.” We simply know it, and have no thanks for our informant. Such are valuable as statements of condition and fact, but a single suggestion of a practical character which will shed the least light upon the how of operation is recognized with gratitude by one seeking information. Now, if in this brief trespass upon your time and attention I shall say anything which will assist in actual work, anything in the nature of illustration or suggestion which will make one more active or more skillful, I shall have done more real good than if I had displayed before you a thousand glittering crystals. What you and I need is effectiveness, and whatever will give or increase that is desir-

able. A single brick or block of building stone is of more value to the builder than a cart load of gems.

Our lives are spent in direct and continuous contact with three, and only three, individuals—self, others, and God—and all our relations and duties growing out of such relations are with these three. We can know, esteem, treat these, and only these. There are no others for us to love or hate, to serve or despise.

Thus we have the entire work of moral education and practice for all, child as well as adult, laid clearly out upon three planes. The center of the inner and smallest circle, the beginning, is self, with all we ought to do for self to make it clean, inside and outside, intelligent, amiable, noble. The thousand and one lessons self needs to learn about itself, of its faults and virtues, its possessions and its deficiencies; what it must suppress and what cultivate; what it must condemn and what approve; what hate and what love; what shun and what accept; how behave itself toward itself, and the reason and consequences of all, afford themes for lessons upon lessons which are susceptible of being graded to suit the capacity of all, from the lowest to the highest. We should take up these first, and dwell on them long and frequently. Surely to know one's self is of first and greatest importance.

In the course of such lessons reference will be presently made to others. The circles are concentric, that of relations to others being but an extension of that of self. The interests of self are guides to the interests of others; duties to self point out our duties to others. So, after teaching a child what he must do for himself to make himself comfortable, prosperous, happy, he is ready to be told that the same is required of him in his conduct toward others. As he regards himself, his interests, his rights, his property, so must he regard the wishes, interests, and rights of others. In a word, what he would choose for himself he must choose for others. Here comes in the interminable list of lessons on truthfulness, fairness, honesty, generosity, compassion, sympathy, and love toward not the great world, everybody, including the heathen of the other hemisphere, for he does not yet know them, but first and rather the little world of his acquaintance, from the tiniest insect, worm, to the birds, the household pets, his playmates, his schoolfellows, his teachers, his parents. What a field! And

how many lessons it affords! But there is a wider, for which a full knowledge of these inner circles will prepare him—the circle of his knowledge of and duties toward God.

About the one center where we have drawn the small circle of self, in which we have found great need of many and persistently taught lessons, and about which, as we advance, we have drawn the larger circle inclosing duties to others, there spreads an infinite area, a boundless space covering all, containing all—his duties to God. In entering this field know that you can never cover it; but do not therefore dash into it haphazard. All is good, all needs to be known, all should be taught, but you will do most and do it best if you proceed systematically, and much after the plan pursued in the smaller and inferior spheres. The gradation is perfect. First talk to and with a child about what he is, what he can do, what he should do, what he likes and dislikes, and the duty he owes to himself to be and do his best. Then, about others, what they can do, what they like and dislike, and hence what he owes to them. He is quite ready to enter the larger sphere, and attend intelligently while you tell him of God, what He is, what He can do, what He likes and dislikes, and of his own duties toward Him. Let the child first learn to recognize himself in his relations to himself, and to acknowledge his duties to himself. He is then capable of sensing his relations to others, and his duties, and as you advance you develop capacity to understand, to an extent, the nature of God, and of his relations to Him, at least to know what He approves and disapproves, what He commands and forbids; and he will be pleased to find out that himself—that is, his better self—and the best of those about him are like God in so many things, that God approves of all the good things you have taught him to do for himself and for others, and he is ready to do the same toward God. He comes to see that himself and all others are involved in their being and conduct in each other, and all in God; that all he does for the good of himself or for the good of others is for God. As his education progresses you will find him stepping from one to another of these three circles in testing everything. Not satisfied with the thought of self in relation to the subject in hand, he asks, How will it affect others? What will God think of it? He finds that the best in himself is the best in others, and is such as God is. The best things he can



wish for himself are what others wish from him, and just what God approves. What he does not like is what others do not like, and what God condemns.

You say this course is presuming a correct moral judgment in children. No; but the possibility of constructing such a condition—of educating and training a reliable conscience. No one is naturally reliable, and the best of us are quite faulty.

Tell a child in the most awful style you can assume, "God says—and it was carved on stone—'Thou shalt not steal.'" He is awed for the time by the force of presentation, but the impression rapidly weakens, and often disappears entirely when he finds he can neither perceive God nor realize that God perceives him, and can experience no effects of his condemnation or approval of his conduct.

Sensualize the matter. Here is your pencil. Shall I steal it? Will you be displeased? Why? Here is Robert's pencil. Should you steal it? Will he resent it? Why? The act of theft is just as bad toward him as toward you. It is simply wrong, and so God gives us the rule, "Thou shalt not steal." The suggestion that he and Robert are equal is a good thought, and that God's command is designed to secure the advantage of both alike.

Now and again you will find a rough nature—a child who from deficiency, neglect, or abuse does not care enough for himself, his character or reputation, to make the operation of the Golden Rule possible. Not caring for personal loss, pain, or inconvenience, he will not be considerate of others. In such cases one can only step back and down a little, maybe a great way, till he finds something in the nature of a solid upon which he can build up. You can always find it. You will surely never succeed by thundering at him the commands of God. If he has no regard for those whom he can see, there is no reason to expect him to regard a Being whom he can not see.

The course I am indicating tends to unify his notions of the right. He finds it is not alone what he wishes, but what others wish and what God demands. What he should do is precisely what everyone else should do and what God does. So he comes to think of himself and his conduct as connected with all about him and the great God above him, and rises from the natural to the moral, and finally to the religious.

These steps are graded in height as well as extent. At first little inexperienced feet are not able to mount the higher; but time



and careful assistance will soon make it not only possible but habitual. Do not place the child at the top and daze and bewilder him with annunciations of the divine attributes—His omnipotence, omnipresence, omniscience, or even of His love. He can but stumble in the effort to take in what is in a measure incomprehensible to the most mature mind. If he believes what you tell him, his mind is injured in the act of accepting without due intellectual conviction; and if he does not believe, his moral nature is harmed by rejecting the truth, thus preparing the way for skepticism. At best it is seed cast into unprepared soil from which no harvest can be expected.

If you start on the second step, introducing first duties to others, the child feels the consideration of others is a hardship to himself, not having been taught that his own rights constitute their duties and entitle him to the same consideration.

Let the order of natural acquaintance stand; do not interfere with natural preference. Self is first, our mates nearer to ourselves than God, and He greatest and embracing all.

One of my neighbor's boys, a bright fellow of 12, attending the Sunday school of a church noted rather for breadth and liberality than for strict orthodoxy of teaching and methods, was asked by a very zealous Christian lady, "Well, Jamie, what are you doing in Sunday school?" "Oh, we have nice times, a good teacher, and I am learning lots." "You have the regular lessons, I suppose?" "I don't know. Last Sunday she told us about General Grant, how he hated meanness and planned carefully, and how brave he was to carry out what he thought right. Sometime ago she told us about Mr. Longfellow, who wrote, she said, so many books, and never a bad word in them all; and about Gladstone and Mr. Lincoln." "Has she told you nothing about the one only perfect man?" "Who?" "Why, Jesus, the God-man?" "No; but I guess she will come to Him later on."

And now for a few practical suggestions. These can not be numbered or dated. The condition of your pupils as to age, intelligence, previous advantages, etc., must determine your matter and time. Seek to make your work thorough—effective on the pupil's character; and then plan to get in all of the best you can. Recall the last lesson, and how well it was done, as you prepare the next. Think more of what your pupils have done, and so what they can do, than of what you wish them to do.

Persons never graduate in morals. There are no limits to your work. If you grasp the situation properly, instead of the puzzled impatient interrogation sometimes heard, "What can I find to occupy the Sunday hour with my pupils?" your cry will be, "Dear Lord, inspire me to choose among the mass before me what, and so much as, will do them the most good and please Thee, whom I wish to serve in all things."

1. Make your teaching positive rather than negative. Simply saying "Don't do wrong" will not lead a person to do right. Pulling up weeds will not cause good vegetables to grow; though it will give you a chance to plant them.

2. Let your stories and illustrations be rather about the good than the bad—lauding virtue rather than exposing vice. Cultivate the love of the right rather than fear or disgust of the wrong; still do not neglect the latter.

3. Always be serious—pleasantly serious. Insist upon the good and the right as what must always maintain, never allowing the contrary in any case.

4. Shape your work toward the development of the moral nature, that as soon as possible you shall have a resident supporter to every proposition. Your work is to educate rather than instruct; to create an ability to decide and act upon moral questions rather than to communicate moral facts and rules.

5. In your work do not shirk responsibility. You can know the truth—allow no doubts. To many, all in a sense, you stand in the God-place, and they look to you for what God has for them. Your bearing toward them must always be adequate to this dignity. Their respect for you, their confidence in you, must be equal to this relation. As support, use constantly the Bible. Keep a convenient copy on your desk and constantly refer to it, showing them the words, marking the passages plainly, and, when practicable, have them memorize.

Many of them can be induced to procure Bibles and to imitate you in this. This becomes a very serious matter. Standing for a parent to a child who is barred from communication with its natural parents is a weighty charge; standing for the Heavenly Father is infinitely more serious. You need to bring yourself fully to comprehend what it signifies, and humbly to accept it. Children need a visible leader. Be loyal, religious yourself, and you will not fail to inspire them.

Have great care, however, that you do not create the im-

pression that you are God. That the child does not think you are teaching simply what you know and that his whole duty is to obey and please you. What old divine spoke of "Hiding behind the Cross?" That's just what you need to do constantly.

I desire to relate a little incident which came under my observation and will illustrate what I mean. A little boy about 11 years old was sent to me for reproof. He had been fighting and when I spoke to him he seemed sad about it. I said, "You have been fighting." He said, "Yes, but I will never do so again." I said, "Will you go and tell the boy so?" and he said, "Yes," and I excused him to go, but when he got to the door he turned and hesitatingly said to me, "Please do not tell God." I said to him that God knew all about it and that he had seen the transaction, and I said, "If you are really sorry and will never do it again I will ask God to forgive you." Then I said, "Shall we tell him that you are sorry?" and he said, "Yes." So we knelt there together and told God about it. He went out of the door laughing and I had no trouble with him afterwards.

6. Distinguish carefully between faults and sins, being careless of dress and untruthfulness and rudeness and theft, and never exaggerate, either in setting out the fault or the palliation. Express your own disapproval and, if necessary, administer reproof or punishment and grant forgiveness, but not as if you alone were the arbiter. Let him feel that you are acting for another—God. Enforced obedience of one human being to another is humiliating, degrading. Obedience to God is always elevating, ennobling. Many a young man or woman becomes ashamed of his religion as he comes to maturity, because it consists solely in doing what others have compelled him to do. He does not recognize loyalty to God and the right in it. In "putting away childish things" he ceases the practice of the lessons of a father's wisdom, and the sweet safety of a mother's prayers. He has given them enforced acquiescence as from the human beings who had control of his minority. He has had no thought of the nature of the acts themselves, nor of the God of morality and right. In his emancipation from the human there remains nothing to control him. Insist upon the right because it is right. Refuse to allow the wrong because it is wrong. If you think they need the influence of example upon precept you can tell them

you prefer that way, other good people prefer it, and that the great God so strongly prefers it that He has commanded everybody to do it, "See, here it is in His Bible."

Guard against extremes of severity or softness. It is possible to make the way of right conduct so difficult and unpleasant as to be discouraging, even cruel, and also so easy and purposeless as to be "spoiling" in its effects.

Now let me relate another incident to illustrate the other extreme: In one of the rooms there is a hubbub and a great trouble. John steals one of the boy's knives and it is found in his shoe. The teacher has taken the knife away from him and boxed his ears and further punished him by standing him on the floor. The two boys are looking daggers at each other. In another room all is different. The teacher is crying and the children are crying. The teacher says, "I have put it in my desk until I can go to town and buy John a knife just like it, so that he will not be tempted to steal this knife." I want you to avoid these extremes.

8. Avoid variableness. If right is always right, you must always be its promoter, its exemplar, and if right conduct is to maintain, you must always secure it. Consistency is strength; vacillation, weakness.

But you begin to say, "Ideal! He expects us to be more than human." I do; and the aim of this paper is to produce the impression that the teacher must be his own human body, soul, and spirit cultivated to its highest extent and used to the best advantage plus the Divine grace which God gives to those devoted to His service.

#### THE SELF-RELIANCE OF THE PUPIL.

[By Dr. J. H. Brown, Illinois.]

The ancients said, "Know thyself;" modern philosophers say, "Help thyself," but we, as modern educators, having the advantages of the experiences of the past, say, "Study children."

In the earliest years of childhood the child is a dependent being. Of the young of all the animal creation the human infant is undoubtedly the most helpless. Born into the world, he depends on others for a longer period than the offspring of any other creature. His very existence rests with the parents. From them, or others who act in their capacity, must come food, clothing, protection, and training. The neglect to provide

these rights to the infant may stultify its development and as a sequence hasten its death. There comes a time, however, when he must walk alone; must provide for his own existence, otherwise he will remain a perpetual overgrown infant. His earliest lessons must be from experiences with the external world. He begins at zero. His teachers, however, be they relative or stranger, sow seeds in the virgin mind which will mature in time, forming character, developing intellect, and shaping the destiny of the child. The success attained in these efforts can not be measured by any known limit, extending into the past, embracing the present, and reaching into the future—in fact, estimated only by eternity. Every thought, every word, every act, every piece of food the child eats has an influence upon the life. What grand opportunity! What great responsibility!

Intellectual growth is from within. Growth is the result of action. The greater the desire to do, spontaneous self-exertion, the greater will be the development. How shall we bring out, develop, encourage, and stimulate this personal effort, this self activity?

The proverbial child is full of activity. It is his delight to be doing something. He is occupied in the pursuit of the useful or following along the lines of mischief. The pathologists in modern pedagogy would place laziness in the category of diseases. The lazy child is not a natural child. He is the exception, though I sometimes think the disease may be easily contracted. If the inborn self-activity could be developed and strengthened, we would have done much toward the success of self-reliance. Concentration of mental effort is necessary to mental strength. Like gunpowder, to be most effective it must be aimed at one point, and continued till an impression is made.

The school has aptly been said to be the place for a child to unpack his intellectual tools, and the training he gets while there serves but to put temper into them.

That the child may become an independent factor in after life, I think to attain this point in the most satisfactory manner the teacher must study the child—a study which should embrace his mental, moral, and physical aspect and development—know what he knows, and know wherein he is deficient; in truth, take a balance sheet of his whole "make-up." This is our foundation; it is his capital.

Do nothing for the child that he can do for himself. Begin where his knowledge ends, add to and expand—build—you direct, the child to do the work. It is a fact that with many teachers this order has been reversed. The pupil depends on the teacher for the explanation of every new step, the definition of every new term or phrase, and the teacher gratuitously offers assistance, stultifying any independent effort on the part of the child. Indolence or inattention may cause the pupil to ask for the meaning of a word, or whether you add, subtract, divide, or multiply in the solution of certain problems. The teacher, like a larder filled with edibles, underdone, furnished with an automatic button, furnishes the required mental food when the button is pressed by the pupil. Simply telling a child a dead cold fact, without his knowing any reason, or without his having the faintest idea of the meaning of the problem, is not good teaching. Questions should be of such a character as to call forth observations, the evidence of the other senses, memory, and the linking of facts together, in fact anything to make children think.

Self-reliance involves self-confidence, which must be built upon a proper foundation of knowledge. When a child knows a thing absolutely he can see it from different side lights and understand it as correlated to other things or facts. Self-reliance is an element of slow growth and must be based upon image concepts. In my talks to my children I depend very little upon books. Books may contain matter which serves as a shooting mark, but new words, new phrases, and different ways of expressing an idea should be a part of every lesson. By this method the child's vocabulary is increased, the ability to read with ease and intelligence is strengthened, confidence is gained, and this becomes the chief factor toward self-reliance. He reads with ease because the thread of the context is not lost while grasping the meanings of the words. Thinking must go hand in hand with reading. This is absolutely a necessity. It is the fundamental essential in the training of our boys and girls to become men and women, and their future progress in the practical affairs of life will be in proportion to their thoughts. Everything in the world is the result of thought.

Encourage self-research. This will entail labor. Labor produces growth with its accompanying element, strength. Effort expended in this spirit of self-research will depend



largely upon the interest aroused. In the present crisis with Spain every scrap of printed matter relating to the war is eagerly devoured. The armies are followed, their commanders are known, and results are anxiously waited for. To the pupils it is as a living reality. They can tell the qualities which make one man a hero and another a coward. Of course, we can not always have a war to arouse this enthusiasm, but in the schoolroom devices can be used. Any scheme or plan which leads the child to find information himself will have the desired effect. Facts become living things, memory holds them because they are put there when the mental action is at white heat. This spirit is infectious, and the schoolroom becomes a bulletin board where each child has some news to communicate.

Naturalists tell us that when a lobster is washed by a high wave on the dry sand he has not energy enough to work his passage back to the water, and unless another wave, higher than the one which stranded him, comes to his assistance, he dies. I fear that much of our teaching occasionally has been to make human lobsters of our pupils. Constantly telling them—piling dry leaves in their brain—is it any wonder when an emergency comes they are stranded on rocks and can not pull themselves together? Another hindrance to self-reliance is covering too much ground—going too fast. Retrospective glances into our own experience convince us that imperfect knowledge weakens confidence. Patience is nature's method. Just as eating too fast—imperfect mastication—causes indigestion with its counter malady, a want of assimilation. The same law applies to mental assimilation. When the matter is crowded, mental dyspepsia occurs, and this must be followed by imperfect development of thinking power. Growth and development, where strength is required, must be slow. The oak which flourishes in the forest and impresses us with its magnificent grandeur has more strength than the weed of a few summers. While the range of our teaching covers too much ground subjects are not properly developed; the work must be superficial, mere outlines or skeletons instead of well rounded wholes. Subjects should be correlated one to the other—component parts around one grand center. It matters not what that "center" should be—literature, reading, mathematics, or nature studies—the aim should be one fitted into the other, developing the central idea.



Again, be what you wish your children to be. "To be rather than to seem" is a good motto. The spirit with which a teacher goes about his work influences the children. I have seen a dull, listless class transformed into a spirited, enthusiastic, and self-active one under the guidance of a thoroughly live teacher, and a poor, half-dead teacher, doing his work in a perfunctory manner, will take the life out of a healthy class in a few weeks. Either spirit is infectious, but the self-reliant teacher makes the self-reliant pupil.

A few years ago a gentleman friend of mine, who was superintendent of the schools of a neighboring city, wished to make "reading" the great central idea around which all other studies were to be focused. He desired to limit the study of geography to just what the teacher knew about the different countries, without the aid of any text-book, and there was not a teacher in the city but who acknowledged he or she knew very little about the geography of the continents outside of North America. Imperfect knowledge in the teacher must lead to imperfect knowledge in the child, which is a hindrance to self-reliance.

Again, fortify the child's weak points. Strengthen the bridges which are to help him over. Impress the corrections by frequent repetitions. A right habit can only be formed by the frequent performance of a right act. The child's moral nature may be distorted. His home environment may have been unfortunate. There is only one way that I know of to correct this defect. Know the child as you know your own nature, and suit the right words or the right acts for each and every emergency.

Use nothing but good English to or before the children. That is what they must rely upon when school is over and they go out into the active duties of life. The only way to acquire the easy, free, and correct use of the English language is to use it constantly for the actual demands of life. Children often have good ideas, but are unable to express them.

Do not teach principles or rules until they can use the language involved in the principle with freedom and accuracy. What would you think of a person learning to ride a bicycle from a set of rules? It would be absurd. This idea will also apply to teaching definitions. Fancy a child asking a teacher what a sled is, or what a wagon is, and the teacher says, "A sled is an apparatus on runners used by farmers in winter for conveying persons or different articles over the snow." The

child does not nor ever will know what a sled is from any definition. Show him a sled or the picture of one and tell him it is a sled; image concepts first, as a foundation. That is something he can rely on. Why is it in our everyday life we see boys and girls matured men and women while in their teens, while other young men and women are simply overgrown children at thirty? There is something in their early training and followed up by further teaching. We may call it tact, personality, individuality, or animal magnetism if you will. By means of it, without apparent personal effort are developed the finer feelings, the higher aspirations, and the nobler qualities of true manhood and true womanhood. There seems to be a spontaneity on the part of each and every child to do right because it is right. As a traveler going across the continent or on a long journey makes side trips to view new landscapes, see nature from many side lights, and collect mementos, thus adding interest to the trip and placing it effaceably on the memory, so we can in our talks sandwich in much interesting side light to clinch the subjects upon the memory. This will develop the elements in the child's nature which will lift him to a plane where he thinks and acts for himself and bring out his moral and intellectual responsibility and self-reliance.

## DISCUSSION.

Mr. J. L. SMITH. Mr. President, three years ago we had the rotary system in the Minnesota schools in the higher classes. During two years of that time I had charge of the work and I observed very carefully the results, because of the discussion on this subject. Speaking from my own observation and experience, I would say that in arithmetic, language, history, and geography the pupils made better progress than they had previously made under other systems. I believe that under the right conditions the rotary system is the best for higher classes.

The right conditions are, first, that the teacher must be capable, and second, that the classes must be well drilled.

Miss COBB. I would like to say a word about the Christain Endeavor work in our schools. I had charge of this work for two years. I find that this is a good work to introduce into our institutions. It is very healthful in every way to the children. They learn to make original prayers. They make good progress in spirituality and in kindness.

I know that it is difficult to make them understand and pray an original prayer. But they select words that they desire to use and ask you for these words. I think that the Christian Endeavor work is specially fitted for introduction into our institutions. Meetings with us last for about half an hour.

Mr. ARGO. I want to add one word to what has been said in regard to Christian Endeavor work in our schools. I think that it is a good thing.

I was talking with a gentleman in Kentucky about this work, and he regards it as one of the very best things in the school. He said to me that it had done more good with them and in their school than any other one agent.

Mr. DOBYNS. Mr. President, I agree exactly with Mr. Argo in regard to the Christian Endeavor work. I find that it is very helpful to us. I find that very frequently our pupils tell me that some one of the boys will say to another boy, if you are not good and do not do right you will be expelled from the Christian Endeavor Society. This has good effect upon the school, and it has been a success with us in every respect.

I think it is an excellent thing to have a standard of conduct in your school by which pupils may measure and regulate their conduct.

Mrs. ZELL. A Young People's Society of Christian Endeavor was organized in the Ohio Institution in 1892. The movement began among the girls, but soon spread to the boys' side. At first the meetings were held in separate rooms, but now are being held in the chapel every Sunday evening. The effect for good has been wonderful, not only on the playground but in the schoolroom. Attendance at the meeting is optional. Almost all the older pupils attend the meetings and take active part in them.

The little ones have been organized into a junior society, which meets every Sunday afternoon immediately after Sunday school. The meetings are conducted by members of the senior society.

At the regular meetings on Sunday evenings short talks have been given by the superintendent, principal, teachers, and the old pupils living in the city.

Mr. FRANK READ, Jr. I want to say, too, that I think that the work of the Christian Endeavor Society is a good thing for the children. They learn something about the Bible and good morals. It is often said, and I have thought so myself, that the Bible is a sealed book to the average child. In this

society they learn passages from the Bible, and I think it is valuable to the children. I want to ask how to get children to read the Bible understandingly.

Mr. DOBYNS. Mr. President, with regards to this one thing, I want to say that our Christian Endeavor Society has done a good thing. The children memorize and recite phrases and passages from the Bible, and they hunt up verses that they want to speak on, and this is done by nearly all of them. I am sure that the work has been a great help to our institution.

Mr. CALDWELL. I want to say that in some places they have a book containing selections, which they consider is especially adapted to this kind of work. They have a book of selections in the Northampton School for this very purpose, and I am certain that the result of the work has been entirely satisfactory in every respect.

Mr. BOOTH. Our practice is for the teacher to teach a Bible story to the children, taking the Bible itself, finding a story in the Bible, and then underlining the lines or sentences or words that virtually tell us the story. Let us suppose that it is a miracle that Christ performed. Let the child see that the story is from the Bible, and that gives him a greater interest in it, and he feels that he is learning the story from the Bible itself. I find that this is a beautiful practice, and has been successful with us.

Dr. DE MOTTE. In chapel exercises select a story or verse from the Bible and tell them plainly about it, so that they know that it is from the Bible. With us this is not a daily exercise, but is used occasionally.

After several questions from the question box had been answered, the chairman asked Miss Griffin to tell the convention about the Cook County Normal School.

Miss GRIFFIN. I would like to say a word or two. I am not a public speaker, and would much rather speak privately. Some of our teachers have been attending the normal school this summer in Cook County, Chicago.

This school, as you know, is in charge of Colonel Parker.

We think that the work of this school is as well adapted to deaf children as to hearing children. I wish that all the members of this convention could see the work in this school. The work that especially impressed me was the primary work. It seemed to me that it was the best work that I had ever seen.

The children were taught to express ideas from art, clay

modeling, and water colors. But they had written language before expression, and the work in that line was quite wonderful indeed.

I am sure that the work in this school has been of great advantage to every teacher who attended it. If I had known sooner I would have had Professor Julian to address this convention. I think that he would have inspired you. I think that the study done in this Cook County Normal School appeals especially to the deaf children.

The work in the Chicago schools was also very good. I can not tell you about it, but I wish you could have heard those lectures that we heard during the three weeks preceding this convention. I am sure that you would have been delighted with it.

The meeting then adjourned.

#### AFTERNOON SESSION.

The meeting was called to order at 5 minutes past 2 with Mr. Caldwell in the chair. Twenty-five minutes were given to the question box, and then the regular papers were taken up.

#### PATRIOTISM IN INDUSTRIAL ART TRAINING.

[By Gabriella Marie Le Prince, New York Institution.]

Patriotism in art suggests at first monumental statuary, triumphal arches, and the stately domes and pillars of our capitols; why not also the things of everyday life, including even the fireplace tilings of the "homes of the brave?"

When our towns are decorated with flags and bunting for a great national rejoicing, whose patriotism is most appreciated, that of the people who own the most expensive flags or of those who show some artistic and individual arrangement of their colors?

It is all the same old Stars and Stripes, but the Vermont display differs from that of the Carolinas as the people's tastes and customs differ, and that expression of locality is in art most valuable from a practical point of view.

When you show off the dainty little silver hand on the hat-pin you brought from "the other side" last summer, it says Antwerp so unmistakably that you do not generalize by mentioning Europe.

The thrifty Belgians have found a substantial money value in their local fairy tales. To be sure, New York has her "Lib-

erty" souvenir spoons, but the inspiration of the design was imported. There is a good piece of ironwork on the elevators of one of our large hotels, with the city coat of arms as a decorative motive. The "Sons of the Revolution" are making a far-reaching impression with their very interesting bronze tablets, designed by our own artists.

Let us "take the current when it serves." The children were never as anxious to be patriotic as they are now, and it seems a pity to let them fire off all their surplus energy in the form of crackers, or even in reciting "poems," which are too often far from being classic. There is no literature too high or too fine for these little ones to learn by heart and illustrate with their naïve "pictures."

The first requisite in an attempt at ornament or illustration of a patriotic nature is tradition, national or local, and local traditions must be of most value in primary education, as they can be easily grasped by the childish mind.

In the woods near our school is a spring from which it is said an Indian girl carried water to the suffering soldiers behind the earthworks, on the top of the hill, in the war of the Revolution. It is a foregone conclusion that a child will make a better illustration of a story like this, which he owns, than of one taken at random from an ordinary school reader, and if the children do not consider themselves too old to play, the drawings will carry more conviction if they are made after an active imitation of the scene, kindergarten fashion. This last, however, will not be the universal method until the ideal condition of nine classmates to a child is established.

A very large proportion of the children in our schools have no stimulating traditions. Turkey and ice cream for Thanksgiving, candy and toys for Christmas, baseball for spring, and football for autumn form the chief inspiration of their original compositions.

These ideas are, of course, of value in illustration, but are apt to become monotonous and do not offer the opportunity for training in patriotism and civic pride so sorely needed by that large foreign element, out of which we are trying to make good Americans.

The little Germans know their old flag, and still have a half-hearted admiration for the imperial eagles, but their parents are too busy gathering in the gold of the new country to keep alive the customs and traditions of their old home. These poor little ones have no "Mother Goose;" the blue cornflowers

are left beyond the sea, and the golden-rod "a yellow (flower) is to them, and nothing more."

Give them brushes and colors; let them "paint" the trailing arbutus, telling them its story meanwhile. Do not dishearten them with corrections; the flower teaches them in its own way.

As for discipline, show your utmost interest in the model, put it on a moral pedestal, do everything to create an atmosphere of reverence about it, be it rose or onion, and your class will be as far above discipline as art is above the treadmill.

How shall we find patriotic subjects for the primary grades? Take the State flower, and emblems or objects having historic interest. Revive the traditions of the childhood of our great continent, of its arts and crafts, the better to reach the quality of simplicity belonging to the little ones. Once they are eager to express their ideas, it is easy to lead them. Tell them Hiawatha's story:

In the solitary forest  
Pondering, musing in the forest  
On the welfare of his people.  
From his pouch he took his colors,  
Took his paints of different colors,  
Painted many shapes and figures,  
Wonderful and mystic figures.  
And each figure had a meaning,  
Each some word or thought suggested,  
Songs of war, and songs of hunting,  
Songs of medicine and magic.  
Thus it was that Hiawatha  
In his wisdom taught the people  
All the mysteries of painting,  
All the art of picture writing.

The beauty of line of a Greek vase is too subtle for untrained eyes, but a toy model of an Indian tent suggests action, movement, and fires the young imagination; the children will draw it with all the naive seriousness of the ancient picture writer himself. A toy birch canoe makes a capital model:

From the ground the quills he gathered  
All the little shining arrows,  
Stained them red and blue and yellow  
With the juice of roots and berries;  
Into his canoe he wrought them,  
Round its bows a gleaming necklace,  
On its breast two stars resplendent,  
And it floated on the water  
Like a yellow leaf in autumn,  
Like a yellow water lily.



What could be more interesting than a study of the Indian folklore of one's own neighborhood? Why was this village called Minoma? What is the legend of Winooski Creek? The symbolism of the ornaments of the local tribe? These decorators would not have put "N's" and "B's" on their dinner plates in honor of a man they cared nothing for. Almost every bird and tree and flower in our parks and fields has its legend, the heritage of the children, as much as Bunker Hill and Fourth of July.

These Indian beginnings naturally lead up to pioneer or colony times, an endless fund of material for illustration. Why do the children rank "Buffalo Bill" above even an inspector of schools? Because they can better appreciate his system of instruction. Every detail of his history lessons is remembered. Perhaps this is a type of the education of the future.

The various patriotic societies are giving systematic training to their children in this same "Wild West" manner. They give entertainments in which the little actors represent the valiant deeds and peaceful customs of their ancestors, keeping alive the precious traditions of the good old times. This spirit, extended to the children of our more recent colonists, would help to develop that national art we are so eagerly awaiting.

Surround the school children with the best art can give; not only the Greek, Italian, and Dutch old masters, or modern French ones, but frame for them photographs of the Chicago Fair buildings, and particularly of the details of the ornament of that American architecture.

Show them Low tiles, Rockwood and Volkmar vases, and tell them this is American pottery. Let them see some Tiffany glasswork, some of our best metal and textile designing, making them understand that this art is as valuable in its own place as the pictures in the galleries and the illustrations in the magazines. Let them learn to love it, because it is good art, because it is American art, and encourage them to go and do likewise.

The art spirit is growing wider and deeper every day, and woe betide us if we keep the school children from its best influences by restricting them to narrow and uninteresting lines of study.

The time has come for the whole people to demand art in its broadest sense in national and State collections, and in

illustration, photography, and decoration, which, through the newspapers and magazines, literally reaches every corner of the land.

The school children will decide which type of art is to dominate this output, and we are their teachers.

#### SHALL ORALLY TAUGHT PUPILS USE SIGNS?

[By D. C. Dudley, Colorado.]

In answering this question I will separate orally taught children into two groups—those who have acquired speech through the ear and those who are acquiring it through the eye.

To the former of these classes spoken language is, we may say, the natural language. Though their outer ear may be sealed to sound, sound still vibrates through their brain. Every word that comes under the eye calls up its corresponding echo in the inner ear, the ear of the soul.

Except in a few instances (those who have imperfect vision or defective vocal organs or indolent habits) this class need never know there is such a thing as the sign language. They are preeminently adapted to pure oral teaching and should in the main make good speakers and lip readers. The methods of their instruction need not vary materially from those pursued with normal children.

Dismissing, then, this class as out of the question, we turn to the other class, the real deaf mutes, those who acquire language through the eye and who never think of a word as a sound, but ever as a shape, and to whom spoken language is not and never can be a natural language.

If this class of children are limited to speech and lip reading to express their thoughts and receive the thoughts of others, it will be years and years before they will be able to indulge in such conversation as is common among sign-using children in a very few months after they enter school.

This repression of the natural impulse of childhood to tell what it knows and to find out what others know, this holding back the development of the mind till spoken language shall lead the way, is blasting to real mental growth. It may in some cases force the child to bestir himself more toward the mastery of lip reading and speech; but the majority will sit down in despair and wait patiently till their progress in speech gives them a vent for their simpler thoughts.

Other thoughts come to such a child which it would do him

good to express, but he has no way to transmit them to others. A thousand and one problems stand unanswered before him, yet they must remain unanswered much longer than they ought, because, forsooth, he has no language to indicate what he wants to know.

I feel sure that oral pupils of this class should be allowed free use of signs outside the schoolroom, and that all chapel lectures should be conducted in the sign language. A little mental development should possibly be sacrificed to further lip reading and speech, but not much. These are valued accomplishments, but after all they are not education, and that is the essential thing.

#### THE TEACHER AN AWFUL EXAMPLE.

[By J. L. Smith, Minnesota.]

The influence exercised by the teacher upon the mind and character of the deaf child is unique. It has no parallel in the relation between the teacher and the hearing child. The deaf child enters school with its mind and character practically unformed. Home influences count for little in the majority of cases, owing to the lack of a ready means of communication between the child and its home friends. During the years in which the child remains at school those habits of thought and action are formed which determine its character for all time, and it is the teacher that has most to do in the formation of these habits, for it is the teacher that has the closest and most continuous association with the child, and it is the teacher to whom the child looks, more than to anyone else, as a model for its daily conduct. For this reason is the teacher an "awful" example, awful in the sense of the responsibility imposed.

The influence of the teacher upon the child is of two kinds: (1) Sensible influence and (2) latent influence. The former is made evident by those outward and visible characteristics that mark the progress of the pupil from day to day, but the latent influence is far greater, far more lasting. It is the unconscious impress of the teacher's very soul upon the soul of the child. The book lessons imparted to the child by the teacher are largely evanescent, but in regard to character impressions the child nature is "wax to receive and marble to retain."

Man is essentially an imitative animal, waiving the question of his relationship with the quadrumana. This imitative characteristic is most strongly shown in the child. The infant

will imitate gestures and sounds long before it comprehends any meaning in them. We have all of us noticed how quick pupils are to adopt certain traits of their teacher, such as style of handwriting, manner of making signs, gestures, attitudes, etc. These all come under the head of sensible influence. But while this imitative process is going on another and more serious one keeps pace with it. The latent influence of the teacher's moral characteristics is steadily making an impression upon the plastic nature of the child. While we are daily unfolding to the youthful mind the mysteries of readin', 'ritin', and 'rithmetic we are at the same time giving far more lasting lessons by means of the unconscious influence which radiates from us in our manners before the little ones.

The child is an intense materialist. Words and theories have little effect upon his mind and character. It is not so much what is said as the manner in which it is said that impresses the young. The following little poem, taken from an educational journal, well illustrates this point:

NOT THE WORDS, BUT THE TONE.

"Come here!" I sharply said,  
And the baby cowered and wept.  
"Come here!" I cooed, and he looked and smiled,  
And straight to my lap he crept.

The words may be mild and fair,  
And the tones may pierce like a dart;  
The words may be soft as the summer air,  
And the tones may break the heart.

For words come forth from the mind,  
And grow by study and art;  
But the tones leapp forth from the inner self,  
And tell what is felt in the heart.

The teacher who is harsh and intemperate in administering correction and reproof will, sooner or later, observe the very same manner among his pupils in their relation to one another, and not infrequently he will experience it himself by way of retort from the pupil reproved.

It is not what the teacher says, but what he is, that molds the character of the pupil. Where one child will be influenced permanently and effectively by precept, ten will be influenced far more effectively by example. Precept without example is little; example without precept is much; precept and example

together are everything. In one of his annual reports, written thirty years ago, in speaking of the importance of securing the services of officers and teachers of the highest ability and character, Dr. Noyes used the following words: "All these pupils are close observers of the spirit and motives of others, and, like little children, they are greatly influenced by them."

No matter how eloquently a teacher discourses upon the importance of industry, application, order, he can not hope to have his pupils act accordingly unless he himself is an example of those very qualities. No matter how impressively he sets forth the beauty and desirability of justice, truth, charity, gentleness, generosity, patience, self control, he will not see his pupils grow in the grace of those virtues unless he is a daily example of what he preaches. Children are quick to detect inconsistency, though lacking the ability to discriminate between that which is real and apparent. One of my little boys had been sent to bed for getting his feet wet. One day I entered the house with my own feet wet. The little fellow was quick to observe, and exclaimed, "Mamma, send papa to bed; his feet are wet." *Æsop's* fable of the mother crab and her young one has no more forcible application than in the relation between the teacher and his pupils.

"Said an old crab to a young one, 'Why do you walk so crooked, child? Walk straight!' 'Mother,' said the young crab, 'show me the way, will you? And when I see you taking a straight course, I will try to follow.'"

The most serious question in a school for the deaf, both in the schoolroom and outside, is that of discipline. It means far more than the immediate subjection of the child to certain rules and regulations. It involves the child's character and future. The first essential to good discipline is friendliness between the governor and the governed. He who wishes to rule well must feel a genuine friendship for those he rules, and he must make them feel that he feels it. Children will yield obedience where they love and respect, when they would rebel, lacking those feelings. Fear to pain those we love is a stronger deterrent of disobedience than fear of the severest punishment.

I believe that man is almost wholly the creature of environment. I do not believe in innate depravity. Whatever of inherited tendency there may be, the proper environment during the formative years will counteract it. The child is

like the plant. Given the proper environments of soil, moisture, light, and heat, and the plant thrives and bears blossom and fruit. The steady and gentle influence of the elements produces healthy growth. The tornado or the cloud-burst destroys what the zephyr and shower create. Harsh measures with a child embitter and harden its nature. In no case is the saying that like begets like truer than in the matter of discipline among children. Where there is among the children of a school any considerable feeling of dissatisfaction, a marked lack of respect for those in authority, frequent disobedience to reasonable rules, the fault may invariably be looked for in the manner of those in authority. Whenever there is a widespread feeling of dislike among school children for any particular officer or teacher, the blame rests wholly upon the object of the dislike. Love is the natural feeling in the childish heart. Dislike is unnatural, and it can arise only from an unnatural method of discipline.

What we wish our pupils to be, we must be ourselves. If we wish them to be gentle and courteous, we must be examples of those virtues. If we wish them to become manly and womanly, we must present to them models of manliness and womanliness. "More can be done by amity and forbearance than by embittering and alienating. Man is not bettered by being told that he is bad."

The great principle in discipline is to deal with motives rather than acts. The greater proportion of childish faults are unintentional or accidental. Next in number, come faults due to thoughtlessness or carelessness. Third and last are faults of maliciousness or willfulness. Wise discrimination must be made in the manner of correcting these several faults. Undue severity of discipline for offenses of the first and second classes is subversive of good discipline. The child has a keen sense of justice and injustice. When he did not mean to do a thing, or did it without evil intention, to punish him as if he had offended willfully and maliciously arouses resentment, if not hate, in his heart, and the prime object of discipline—which is character building—is defeated. Teachers can not be too careful of the manner in which they administer discipline. When punishment must be inflicted upon a pupil it should be in direct proportion to the offense, and free from all exhibition of intemperate feeling on the part of the teacher. May not

the following incident have had its parallel in some of our schoolrooms?

TEACHER. Now, Johnny, do you understand thoroughly why I am going to whip you?

JOHNNY. Yes'm. You're in a bad humor this morning, an' you've got to lick someone before you'll feel better.

Let me present to you one familiar illustration of the importance of considering the motives which actuate children. We will suppose a little 3-year old inspired with the idea of picking a "bokay" for mamma. Owing to the childish lack of judgment, the "bokay" in question becomes a collection of unsightly weeds. One mother receives the offering with an impatient "Take away the nasty thing!" oblivious of the blossom of love in the little heart. Another mother, under similar circumstances, receives the gift with a smile and a "thank you, darling!" thus strengthening and encouraging one of the purest impulses of child nature.

Where gentleness and firmness, kindness and justice go hand in hand we may look for the best results, for in no other circumstances is the application of the Scriptural saying more forcible than in the relation between teachers and deaf children: "With what measure ye mete, it shall be measured to you." If we mete love, we shall receive love; if we mete indifference, we shall receive the like; if we mete courtesy, patience, self-control, the like will come back to us, and so on, through all the qualities that go to build up character.

In a recent number of the Outlook Dr. Lyman Abbott says:

I repudiate utterly the barbaric conception of the child as depraved. The child is a beam of sunlight from the Infinite and Eternal; with possibilities both of virtue and of vice, but as yet unstained \* \* \* He may be a Moses or a Pharaoh, a Luther or a Torquemada, a William the Silent or a Duke of Alva, a George Washington or a Benedict Arnold. Every life is a march from innocence through temptation to virtue or to vice. There is no way in which virtue can be won save by battle; there is no way in which battle can be fought without possibility of defeat. And so in this child there is neither virtue nor vice. No courage yet, nor truth, nor purity, nor love, nor faith, but the possibility of all.

And therefore there is in this child, for the father, mother, brother, sister, friend, a great opportunity. \* \* \* To have a little life put into your hands, to be with that little life by day and by night, to shape it, not so much by what you consciously say, as by what you *are* unconsciously in all your influence, example, and life. What an opportunity is this!



## GEOGRAPHY, AS TAUGHT IN THE HORACE MANN SCHOOL.

[By Elsa L. Hobart, Boston.]

The work in the Horace Mann School, in both primary and grammar grades, is departmental. I teach both the preparatory work leading up to geography, which is done in the primary department, and also the geography in all the grammar grades. As our school is a public day school, our graduates receive the same diploma as that awarded to hundreds of other grammar-school graduates throughout the city; hence the requirements in geography are the same as those of these other schools.

We call the preparatory work of the primary grades observation lessons, and begin them with the little ones who have been taught only oral and written words and simple sentences. During the first two years of observation work the lessons consist of studies of plant and animal life. First, those seen around us are taken up; the golden-rod, for instance, which shows root, stem, leaf, and flower in September, when school opens; the cat, dog, bird, horse, cow, pig, mouse, and fish, which the pupils can observe for themselves. Their homes, their habits, and their food are talked over very freely by the children, and each child is encouraged to tell some simple facts that he himself has observed, the teacher often writing upon the blackboard the spoken sentences volunteered by individual pupils. In the second year plants are studied as to the use of their parts as food, still using chiefly those familiar to the pupils. We talk of fruits—apples, pears, peaches, oranges, lemons, and bananas; of vegetables—potatoes, onions, cabbage, etc.; also of celery, rhubarb, and lettuce. Animals of the same families, but not as familiar to the children as those already studied, are taught. The pupils learn that the tiger and the lion are like the cat in some things, while differing in others; that the fox and wolf are in many ways like the dog, etc. They also learn the names and distinguishing features of different birds and fish. Pictures are used in this animal work, and simple stories and descriptions in print are found and given to the pupils to read. Trees, shrubs, and herbs are talked about during the latter part of this year, and the children name plants familiar to them and decide in which class each one belongs. When the spring flowers come they are brought in and their names

taught. Toward the end of the year the class learns the directions—north, south, east, and west. They get some idea of distance, and have lessons upon sunrise and sunset. They also learn something of the comparative size of cities, towns, and villages, and they name towns and cities known to them.

The following year the class first gets a clear idea of the physical features of the earth in our immediate vicinity. We climb a hill and then describe the way we went, the climb, and what we saw. The members of the class draw a plan of the streets upon our route and pictures, however crude, of what we saw. In this way the class takes up hill, field, meadow, pond, river, ocean, beach or shore, bay, harbor, peninsula, cape, and island, these being available in our immediate vicinity. The rest of the year is spent in lessons upon the cold country and the warm country to the north and to the south of Boston, respectively, and the people, animals, and plants that live in these two widely differing places; in a study of our food and clothing and how it is obtained from plant or animal, and in what kind of a country that plant or animal is found. We take up in this way sugar, tropical fruits, coffee, tea, flour, cotton, flax, hemp; also, meat, milk, butter and cheese, leather, silk, and wool.

In the following grade, the last in the primary department, the pupils, reviewing hill, field, meadow, pond, river, ocean, shore and its forms, are taught mountains, plains, deserts, plateaus, brooks, lakes, springs, and coast. Pictures and descriptions enable them to imagine these new forms readily, as they are aided by their familiarity with the natural features around them. They are led to wonder how so many different natural features have come to be—whether they always remain the same or whether they change. Their attention is then called to the crumbling bits upon the side of a ledge of rocks, and they are encouraged to suggest causes for what they see, and results, should the process continue. They are then helped to understand the weathering of the land surface and its disintegration, and the story of the glacier is told to them in as simple a way as it can be told; it is a necessity, of course, if one would account for the present surface of New England. The form of our coast line is also made to suggest questions as to its origin, and the pupils are led to see that it has sunk and to familiarize themselves with the idea of the uplifting and subsiding of the crust of the earth. Toward the end of

this year they are taught about the size, form, and motions of the earth in the simplest possible way; they are then shown its representation upon globes and maps, and are taught to read these globes and maps.

In the grammar department the pupils begin the study of geography under that name. The five geography lessons given to the lowest class in this department each week are divided in this way: Three are given to descriptive geography of the different countries of North America and the most important countries of Europe, considering the topics of climate, animals, vegetation, minerals, inhabitants, occupations, ruler, and principal cities. One lesson a week is given to physiography, studying the ocean, its basin, its water, its waves, etc., and also the formation of low land and high land. The fifth lesson is a summary of the physiography, given sometimes as dictation and sometimes as a lesson for written reproduction.

In the next year North America (including a special study of the United States and of New England) and South America are studied by topics, and in the following year Europe, Asia, Africa, and Australia are treated in the same way. During these two years the physiography (rivers and their work) is taken up in the dictation lessons.

Throughout the whole of the preparatory work and during these first three years in the grammar department the same general plan is used in conducting the lessons. First we have a general oral talk upon the subject in hand, whether it be plant, animal, natural feature, country, or special topic in the consideration of a country, perhaps illustrated by object or picture as the talk proceeds; next, a careful study of the thing itself by the pupils, or, if that is not possible, of an illustration of it; then an oral description by the teacher, either reproduced in speech or in writing by the pupils, or oral or written questions answered by them; lastly, a printed summary prepared by the teacher and given to each pupil. Each class reads several books during the year in connection with the subjects it is studying. These books are carefully selected, and are of great importance in broadening the pupil's conceptions and helping to form a reading habit.

In the four higher classes of the grammar department textbooks are used. The sixth grade uses Niles's Elementary Geography, selected for its special attention to descriptions

of places. The plan of recitation is to have one pupil read aloud a paragraph to the class; it is then discussed and explained by teacher and pupils; the next pupil reads the following paragraph, and so on. When a chapter has been thus discussed, it is reviewed as a home lesson, and written questions upon it are then answered in writing by the pupils without reference to their geography. This book is completed during the year, with the exception of the first part, treating of mathematical, physical, and political geography, which is omitted. In the seventh grade this is taken up topically, the information upon each topic being gained, first by its discussion in the class by teacher and pupils and then by the pupils reading about it in Niles's and also in Warren's Common School Geography, which is selected because it is used in the other grammar schools of Boston. Some of the topics are the form of the earth, the motions of the earth, latitude and longitude, the atmosphere, government, etc. Each pupil finally writes out what he has learned about the topic; this is corrected by the teacher and then learned and written out again by the pupil. The eighth grade and the ninth, or highest grammar grade, go on from this point and complete the study of Warren's Common School Geography much in the same way as the sixth grade treated Niles's. In the ninth grade, the later part of the year is spent in a study of physical geography. This should present chiefly a summary of familiar facts when the present primary classes reach the ninth grade. For when the physiographical aspects are touched upon early in the child's life, it becomes natural for him to find out, whenever possible, the causes of what he sees and its probable results. In addition to the training and knowledge that this habit gives him, it makes him much better able to come to just conclusions in regard to phenomena observed for the first time.

All the recitations are conducted in the same manner that the teacher would work in a school for hearing pupils, only it becomes necessary for each pupil to give his undivided attention to the pupil or teacher who is speaking, in order to read the lips, or to the blackboard if it is a written exercise. Independent written answers to test questions are frequently required, that the teacher may know how far each pupil has made himself master of the subject.

## THE CORRELATION OF GEOGRAPHY AND HISTORY.

[By J. F. Bledsoe, Alabama.]

Correlation is a principle founded in nature. God in his wisdom created the universe so that the various departments are interdependent. We find this true with reference to the animal and vegetable kingdoms. All animal life is dependent on vegetable growth for sustenance, and, in turn, that which is thrown off by animals as waste matter furnishes nourishment to the vegetable world. This is only one of the many instances in nature of the principle of correlation, and is no less true when it comes to the study of the various subjects the mastery of which make up an education. It is strikingly true with reference to the study of history and geography. The one is a study of the doings of people while the other tells where and under what conditions these various actions were performed. One answers the questions, When? What? and By whom? The other tells where and under what natural influences they were accomplished. The latter is possible only when the events of the former have transpired. To the people of the Old World the western seas terminated in a chasm of darkness; hence to them there was no geography of the New World until the daring exploits of Columbus and other explorers had written the initials of its history.

My purpose in this paper, therefore, is to insist on the importance of geography and history being taught together. Many of us are clamoring for natural methods; let us then teach the various subjects in their natural relationship. This is absolutely necessary if we would arouse the highest interest and thus enlist the best efforts of our pupils. The idea of the close relationship between the two subjects is recognized to a certain extent, yet they are too often treated as distant cousins instead of twin sisters. Too many lessons in geography as well as history are conducted on the text-book plan, and lessons in text-books are inadequate if taken "dry so." How many of us have pored over lessons in geography, looking up capes, tracing rivers, locating this, that, and the other on the map, which more often than otherwise were never seen or met with elsewhere? How many of our lessons in history were anything else than pages upon pages of dry matter, which had to be memorized and recited verbatim et literatim, which were retained no longer than was required for recitation?

I would not be understood as disparaging the idea of memory drill in our work. A certain amount of this is absolutely necessary, but I do insist that it should be made up of that which is practical. The lessons should be carefully prepared by the teacher, eliminating all surplus matter, giving emphasis to the more important features. In these lessons we can not afford to enter too much into detail. I can not better illustrate what I mean in contending that the best results can be obtained from thus teaching history and geography together than by giving you a little personal experience with my class in these studies. My lessons in geography were somewhat similar to those which were outlined by Superintendent Clarke in the *Annals* sometime ago, except that I followed each lesson in geography with a lesson in history. I began with a map of the schoolroom and then of the building. Following this was a short historical sketch of the building, when and by whom it was built, and for what purpose. My next lesson in geography embraced other buildings, and finally the institution grounds, and following this another history lesson. Our lessons extended outward from the school to the town, each lesson in geography being followed by a lesson in history. When we came to the various streets the interest became very great, as we traced from their names back to some prominent settler or historical event whence the names were derived. The history lesson on "Battle" street was particularly interesting, since it traverses the field where the battle of Talladega was fought between General Jackson and the Indians. In giving these lessons I found it to be the best plan for the teacher to develop them in the presence of the class by means of questions, suggestions, etc. Lessons thus developed were always best understood and remembered. Maps of the buildings, grounds, and town were developed in the same way, the teacher leading and doing just enough to make them accurate. After finishing the lessons on the institution grounds and the town I paid less attention to detail, giving lessons on the various towns and counties from which the several members of the class came, and closed the series with a number of lessons embracing the whole State, dwelling on the topography of the country, the climate, the seasons, vegetable and mineral resources, and the occupations of the people. The principal cities and towns were located and a short historical sketch of each was given. Special attention was given to the location of the various railway lines and their connections.



We next took up the period of discovery and the geography of Europe and North America. Our work on Europe at this time was merely enough to locate the places whence came the discoverers and settlers. We dwelt somewhat on the history of the races, their peculiarities and characteristics.

The routes of the discoverers were traced with colored crayon on charts, as was suggested by Miss Wood in the Educator some time since, the colors representing the different nations. This idea was carried out on the maps of the settlements, and was made use of as we followed the expansion and development of the colonies into a nation. We studied the colonies not in their chronological order of settlement but in the order of their importance in the formation of the nation. History was thus traced from the period of discovery through the Revolutionary era. Preceding each of these history lessons was a lesson in geography, making the class perfectly familiar with the location of the various places where the most important historical events transpired. In connection with these lessons in history I used outlines suggested by Chambers's Elementary History. An outline was given at the end of each lesson by which it was sought to emphasize the more important events in the lesson and their dates. The outline of each succeeding lesson was made to embrace not all the items of the former outlines, but those deemed most essential, so that the outline of each lesson was, to a certain extent, a review of all preceding ones.

*Outline No. 1.*

THE VOYAGES OF COLUMBUS.

Discoveries.....	Where.....	First voyage. { San Salvador. Cuba. Haiti. Second voyage—Jamaica. Third voyage—South America. Fourth voyage—Isthmus of Darien.
	When.....	First voyage—1492. Second voyage—1493. Third voyage—1498. Fourth voyage—1502.

*Outline No. 2.*

The three great discoverers.	Columbus.....	1492..... { San Salvador. Cuba. Haiti. 1493—Jamaica. 1498—South America. 1502—Isthmus of Darien.
	John Cabot.....	1497—Labrador.
	Sebastian Cabot.	1498—East coast of North America.



Results after pursuing the study of geography and history together have proven much more satisfactory than when the subjects were taught separately.

DISCUSSION.

Mr. F. D. CLARKE. I should like to say a word or two to express my very great appreciation of the paper by Mr. Bledsoe, which has just been read.

Of course, we put our own values on what we get here, but to me it is the most valuable suggestion that I have received from all the papers that I have heard. The idea of beginning to build history right at the school building itself, I confess, is a new one to me.

I am sure that it is the right thing in teaching history, and I thank the young man very much for his paper.

Dr. Gallaudet moved to refer the papers still unread to the executive committee for their decision as to the advisability of printing them. The motion was seconded and carried, and the section adjourned.

Dr. Gallaudet took the chair.

The following resolutions and report were offered and adopted:

*Resolved*, That the Convention of American Instructors of the Deaf tender a vote of thanks to his excellency Asa S. Bushnell, governor; to the Hon. Asa W. Jones, lieutenant-governor; to the honorable board of trustees, and to Supt. J. W. Jones and his excellent wife, officers, and teachers of the Ohio Institution for the Education of the Deaf, for their gracious hospitality and cordial entertainment daily accorded to the members of this convention.

Submitted by E. McK. Goodwin.

*To the Convention of Teachers of the Deaf:*

The students of Gallaudet College, feeling that the memory of our honored benefactor, the pioneer in the education of our class, the Rev. Thomas Hopkins Gallaudet, calls for universal honor and gratitude from us, think it but fitting that one day in the year—his natal day, December the 10th—should be as generally as possible set apart as a holiday by our class, the deaf. And in the hope of attaining this object we hereby respectfully petition the Convention of teachers of the deaf to consider the matter, and to use its influence to secure, if possible, the observance of December the 10th as a holiday by all the schools for the deaf in our country.

ARLINGTON J. EICKHOFF,	ROBERT L. ERD,
GEORGE E. FISHER,	MAY E. STEMPLER,
PETER N. PETERSON,	HELENA ROSE LEYDER,
B. FRANKLIN JACKSON,	LILLA E. MCGOWAN,
ROBERT ZAHN,	SADIE M. YOUNG,
WALDO H. ROTHERT,	CLARA RUNCK,

*Members of the Class of 1898, together with 66 other Students of the College.*

Mr. LAURENCE M. LARSON. Mr. President, it has become the duty of the committee on necrology to present the following partial report. In this list we have the names of three principals and twenty-three teachers who have departed this life since the last convention. Short accounts of their lives and work have been, or will be, prepared by those who knew them well, and should be properly recorded in the report of this convention for the benefit of those who will come after us and may desire to know the history of all who have labored nobly and faithfully in this profession. The written accounts will be printed as an appendix to the proceedings of this convention. The names are as follows:

*Principals.*—J. L. Carter, H. N. Felkel, and Paul Binner.

*Teachers.*—Thomas Burnside, L. W. Saunders, H. M. De Long, Mary H. Fisk, Edith Rambo, Kate Gaylor, Amy Stone, Belle Schrekema, L. Hilbrand, O. D. Cooke, W. G. Jenkins, R. H. Lamb, I. H. Yeager, Louise C. Irby, Eliza V. Beers, Lucy B. McMaster, Elizabeth Knight, Elizabeth Fuller, Anna Ford, W. B. Hill, Mary E. Totten, and Clara E. Parker.

Also an account of the Hon. Gardiner G. Hubbard.

Whereas there seems to be in many States great confusion in the public mind as to the status of schools for the deaf and the blind: Therefore,

*Resolved*, That the members of the Convention of American Instructors of the Deaf desire to put upon record their earnest hope that in all future State legislation schools for the deaf and the blind may be classified with the educational forces of the State, and that their misleading association with the penal, reformatory, and charitable institutions of the various Commonwealths may give way to such enlightened public opinion as will demand that the instruction of the deaf and the blind shall form part of the school system of the State.

Presented by Mr. F. W. Booth.

Dr. WILKINSON. The thought underlying this resolution involves a crusade very much like the crusade in the mediæval times against the Turk, except that this is a crusade against prejudice, which we may find hard to overcome. It has been the effort of my life, for a number of years at least, to overcome as far as possible this prejudice. I suppose, like the crusade that I referred to, we are stimulated to a greater fervor by the wrongs that we see committed in this matter.

This great wrong has grown out of the charitable idea that has attached itself to us—the idea of the asylum. It was so named in foreign lands, and it was continued in this country by the unfortunate use of the word asylum. It spread from State to State, until the general impression among the public

is that an institution for the deaf or the blind is an asylum. I suppose you are frequently asked how the inmates of your asylums are doing. This resolution is against that idea.

It aims to correct public sentiment. It can not be accomplished in a day. It will require the united effort of every member and every teacher throughout the land. Every man and woman engaged in this honorable work should resolve himself into a special committee and frown down at all times the idea of an asylum connected with our work. The teachers in a State are a force in that State, and the politicians dare not attack that force. As far as you can work, you should work to prevent the reduction of your salaries to a point equal to the wages of the common laborer. But the difficulty is, How can this be done?

In the first place, you should work with your superintendent of public instruction. You should let him understand that you come under his department and endeavor to interest him in your work. Have him visit your schools. Induce him, in making his reports, to refer to your institution. In all respects induce him to consider it as one of his departments. He will feel that his department of work is enlarged by embracing these institutions for the deaf and the blind. Interest the parents of your pupils in this matter. They are vitally interested in the education of these children. This stigma should not be attached to these institutions. It is the right of every child in the State to be educated, even though it may involve additional expense. He is not deprived of this right because he is deaf or blind. I think I am correct in saying that this opinion has been expressed by the court in Kansas. The question came up as to the necessity of the institution keeping the children during the vacation. There has also been much discussion of this question in the State of New York.

I think the children of these institutions should be taught, not as paupers, but with the same privileges that all children are entitled to. The tendency in all States is to classify these institutions in such a way as to bring them under the board of State charities and reforms. I think you should endeavor, as far as possible, to get our institutions eliminated from such control. I have had some experience in my own State. There was a law introduced to place all public institutions under a board of control. I said, pass any law which you may choose that gives a proper classification to us, the same as the public

schools and the high school, and you will never find me fighting it. But I do fight for the proper classification of our school.

We are opposed to having this stigma attached to the children, who do not deserve such treatment. Do not put this stigma on the pupils in an institution for the deaf and the blind. I came here intending to organize a sort of crusade and go home to fight this thing through as hard as I could, and if we do this it will result in the elevation of our profession and the elevation of the pupils with whom we work.

Dr. GORDON. I dislike to take the time of the convention, but I want to say that, so far as our institution is concerned, we are on intimate relations with the State board of charities.

The fact that we report to the State board has no effect upon the welfare of the institution. So far as the institution is concerned, we are in intimate relation with the educational organizations of the State. We report to the commissioner of education for the State of Illinois. It is necessary that the institution should come to the people through representation. There can not be a county institute held within the reach of us that we can not and do not attend. It is proper that we do so, for we are teachers. In the district meeting of educators it is proper for our teachers to take a part in the programme. We not only take a part in the programme, but take part in the discussion.

When our Central Illinois Association of Teachers, which numbers about twelve hundred, meet, we attend that meeting and sometimes take part in the programme. When our State Association is held it is entirely proper for the superintendent of the institution and the teachers to attend and be recognized and take a part in the proceedings, which we do.

We are regarded as an educational institution. We have no embarrassment from that source. We have a volunteer organization for benevolent work, and any person can join it. We let them know in this organization that we are trying to conduct an educational institution for the deaf. We think that everyone all over that State knows that we have at Jacksonville an educational institution for the deaf.

Classifications will not do; you must do something more. You must let people know in regard to this matter.

Dr. GALLAUDET. I have listened very closely to the remarks of Dr. Gordon. I hope he does not mean to make all depend upon the State board of charities.

I hope he does not mean to make it an example. Such a relation may exist in Illinois, and it may be better that it continue than to have it broken. I do feel that where no such relation exists it is not desirable to bring it about. It is not necessary for the universities, seminaries, colleges, high schools, and primary schools to be associated in any way with the State board of charities to secure the liberal support of the public. I feel that too great care can not be taken at every point to hold the schools for the deaf and the blind to the right place as a part of the great free educational system. They should form no alliance so that any suggestions may be cast that we are in any way a charitable sort of institution. I indorse the remarks of Dr. Wilkinson. In Washington last year there was a report on the benevolent institutions of the District, and the Commissioners before sending it to the House of Representatives did us the justice to say that they did not put in the college for the deaf because it was regarded as a charitable institution, for it was regarded as a purely educational institution.

Dr. GORDON. Perhaps a little explanation on my part is necessary. I am in harmony with the spirit of the resolutions, but our relation in Illinois has been agreeable and harmonious, and I did not feel quite free to vote for the resolution, which might upset an arrangement that is now agreeable and satisfactory to us.

Mr. F. D. CLARKE. I do not suppose that in the whole country there is a State board of corrections whose visits to institutions are more pleasant and helpful than the one presided over by Bishop Gillespie. They come to us, and we feel that they are our friends. His presence is a benediction to us and to our institutions; but I agree with the spirit of this resolution.

Rev. Mr. EAGLESON. I want to say that I think the friends of the deaf were to blame for this unfortunate view that has been taken of the institutions for the deaf. They call their schools "asylums," and it is very hard to get it out of the minds of the public. I found this unfortunate opinion prevailed in the minds of the people, that it was a sort of an asylum.

I think the reason is this: The idea is that children are taken and do not pay for what they get, and therefore they are stigmatized as charity students. I think this idea is a wrong one. Where is there a child in the school that pays for what he gets? We have a thousand students in the State university, and the most they pay is \$15 per term for contingent expenses. Are not they almost charity pupils? Need

they boast over these deaf and dumb pupils? Now, it lies with you, the friends of this institution, to put the deaf, and the blind, and the imbecile on a proper basis, and to see that the schools be recognized as a part of the great school system of Ohio. Ohio has determined to educate all classes of her children, and it is as much her duty to educate these children as it is to educate her hearing children.

Mr. DOWNING. I want to say a word in regard to this matter. As you know, I was associated with the work here. During the year that the G. A. R. encampment was held here I was in this institution. There were a great many people who went through the school that week. They were from many different States, and I took great crowds through here. Invariably they would turn and ask me if they could see the patients. I was disgusted and said, "Do you think we keep people under lock and key? When June comes we send the children home, and they come back in September, as other children do."

Mr. MOSES. I want to say in regard to this matter that I think it has come about from the educators who first gave these names. I believe these first names were meant to be a good explanation. If you look in your dictionaries, you will find that they make the proper explanation.

You will find that they will tell you that an asylum is a place for the education of the deaf and blind.

The resolution was adopted.

The following resolution, offered by Mr. J. C. Balis, was presented and adopted:

Whereas the important and onerous part of interpreter has been so amiably and acceptably filled by the ladies and gentlemen called upon to officiate in that capacity as to merit and command some expression of appreciation: Therefore be it

*Resolved*, That the hearty thanks of this convention be extended them for their valuable services.

Mr. FRANK READ, Jr. I want to offer a resolution as to fixing the time for the next convention. Some of them think the time is too late. I think the time is a little unfortunate. While it has been a great pleasure to be here, it has spoiled the plans of some of us for the vacation.

*Resolved*, That it is the sense of this convention that the next meeting of the convention be held at as early a day in the summer vacation as convenient.

Mr. CONNOR. If we are to meet in an institution, we must accommodate ourselves to the conditions which exist in that

institution. Since the length of the school year is different in different States, we must govern ourselves according to the conditions of the schools in the State in which it is held.

The resolution was not adopted.

Mr. T. P. Clarke, of Michigan, offered the following resolution:

*Resolved*, That the hearty thanks of this convention be, and the same are hereby, tendered to the reporters of the daily papers for the courtesy they have manifested toward the convention and the full and accurate accounts of the proceedings which have been published.

The resolution was adopted.

Mr. ADDISON. Mr. President, Ladies and Gentlemen, I beg the indulgence of the meeting to express, on behalf of the delegates from Great Britain, a very cordial feeling of thankfulness for the courtesy and kindness received since our arrival on these shores. We feel that it is impossible to express what is in our hearts. I wish to say that we shall carry home with us a warm sense of your great kindness in receiving and treating us. Speaking for myself, I have learned a great deal since coming to this meeting. I shall take these hints and act upon them.

I shall always remember these friends I have made. I wish also to say if any of you come across the water and wish any information I shall be ready to give it. My feelings are too deep to give full expression to them.

I thank you from the bottom of my heart for the greeting you have given us who are from the mother country.

FINAL WORDS OF SUPERINTENDENT JONES.

Members of the Convention, Ladies and Gentlemen: I think I can not let this convention adjourn without acknowledging thanks, on behalf of the governor and board of trustees of this institution, for the resolution you have just passed. I feel that the thanks are not due from you but from us. We are the beneficiaries of this meeting.

As we said at the opening, great good will come to this institution from this meeting. We feel certain that we made no mistake when we extended to you the invitation.

We feel that we owe to you the thanks, rather than that you owe them to us. The institution has felt highly honored by your visit. We have done all we could to make it pleasant for you, but you have done more by making yourselves at home. This made our entertainment easy to perform.



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I did not want this convention to adjourn without the privilege of saying that I feel deeply the kindness and courtesy extended to me by the profession from first meeting with you at Philadelphia two years ago, and at Milwaukee last year, and again at Washington City two weeks ago. I have been greatly benefited by these associations.

I feel that I am one of the profession now, and as long as I remain in the work I hope to have your strong right arm, and I assure you that you shall always have my best efforts in this work.

### FINAL REMARKS OF DR. GALLAUDET.

Ladies and Gentlemen, Brethren and Sisters, Members of the Convention: The hour when we must adjourn this convention is near at hand, and I desire to speak briefly. I am sure that you have heard my voice so often during this convention, I have called you to order so many times, that it is not necessary for me to make a speech at this time. I can recall an old saying—I am not sure that it is in the Bible, but it is a truthful one, nevertheless—that “Of the reading of many papers there is no end, and much discussion is weariness to the flesh.” I am sure that you will be sorry when this convention comes to an end, but we have a feeling that we have had about as much convention at this time as we can stand.

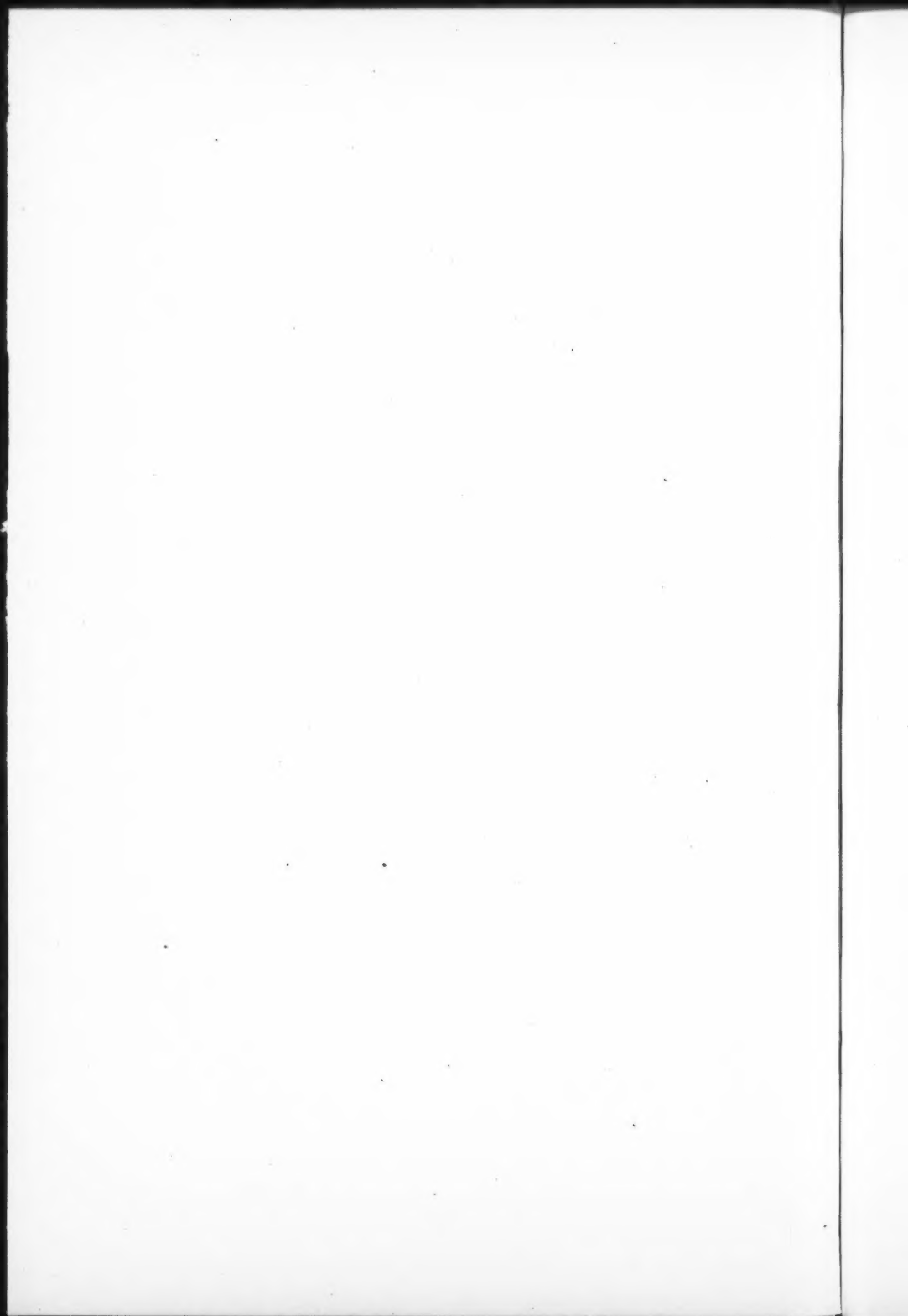
I had a leave of absence this afternoon for a short time, and as I walked about the institution and observed the expression on the faces of those with whom I met and talked, it seemed to speak but one thing. It seemed to say we have had about enough of convention for one time. I am sure that we are ready to adjourn, but I am equally sure that we have feelings of thankfulness and joy that we have attended this convention. The weariness will pass away in due course of time, and the heat will oppress us no longer, but the memories of this convention and its work will be carried with us throughout our lives, and these memories will often speak to us of these days spent in the good city of Columbus and in the noble institution that is located here. I can not help congratulating you, my fellow laborers in this convention, that we have had such a successful meeting, and that we have such delightful memories to add to those of the past. I am sure that we are very thankful to our kind friend, Mr. Jones, who has welcomed us to this institution and provided for us during

our stay here. Our thanks have already been expressed to our host, and we go away with the feeling that we have been entirely at home during our stay with him. I congratulate you on the earnest work and good feeling that has prevailed throughout the sessions of this convention.

I feel that I can not close this convention without saying a word to our friends from across the water. We appreciate the efforts and the sacrifice which they have made to attend the meeting of this association. I am sure that I express the sentiments of the convention when I say that it has been a great pleasure to us to have them with us. We hope that they have enjoyed the meeting and that they will speak so well of us when they return to their land that when our next meeting is held they will come again and bring many of their friends with them. Our association is broad enough and liberal enough to embrace all, and it may grow, perhaps, until in the course of time it shall be known as the World's Association of Instructors for the Deaf, instead of the American Association, and if so, we shall be glad to give due credit to our British friends for inspiring the thought and action which brought it about.

And now, in conclusion, I think it is fitting that we should close this convention by joining together in singing our national hymn, "America." You know that Americans are always patriotic and that we all love our country. We Americans love to sing "My country, 'tis of thee," as you, my foreign friends, love to sing your national hymn. You will remember also that the tune to both of these national hymns is the same; so while we sing "America" you can chant "God Save Our Queen," and we will reecho in our hearts "God bless Queen Victoria."

The convention rose and joined in singing the first and last verses of "America," after which it stood adjourned.



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## QUESTION BOX.

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## QUESTION BOX.

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### LANGUAGE.

*No. 1.*—What is the best way of correcting the language of our pupils?

In that good old English classic, *Mother Goose's Melodies*, there is a riddle in rhyme, the last line of which reads:

The longer she stands, the shorter she grows.

The idea embodied in that line very well expresses my feelings as a teacher. It seems to me that the longer I teach the less I know. When I first began the work all seemed simple and easy. I wondered why it was that so many veterans of the profession were worried and perplexed about certain questions and were unable to settle them satisfactorily. But now I am worried and perplexed myself, and the very question that I am asked to answer disturbs me more than any other.

As to the best method, I will leave that for someone with far more experience and a degree more of assurance to determine. The most that I can do is to speak of a method.

In correcting language the teacher should classify all errors under two heads: (1) Errors due to carelessness or thoughtlessness; (2) Errors due to ignorance. These two classes must be treated differently. Errors due to carelessness should always be corrected by the pupils themselves. One good way of doing this, not original with me, is to make a list of common errors on a wall chart and number them, thus:

1. Misuse of the articles. 2. Punctuation. 3. Capitalization. 4. Number. 5. Tense. 6. Spelling, etc.

When the teacher is correcting a written exercise the number corresponding to the error may be written on the margin of the paper or slate opposite the line containing the error, and the pupils, by referring to the chart, ought to be able to correct all such errors. In the case of more advanced pupils the teacher may think this method too helpful to the pupil. If so,

instead of numbering the errors, simply make an X mark on the margin, and let the pupils determine what the error is.

Errors due to ignorance must receive different treatment. The most effective way I have found is to keep my eye open for characteristic errors in the written exercises of the pupils, make a note of them, and bring up the correct forms in various ways for review. When the written exercises are of a general nature—a class exercise—after all have been corrected I usually go over them with the whole class, taking especial pains to illustrate the use of certain expressions which some of the pupils have used wrongly. These expressions are reviewed as a special exercise the following day, and from time to time thereafter until the pupils have fairly mastered them.

As a rule, I prefer to have nearly all the language work of my class written on paper. When the exercise is of a general nature I correct the papers alone and then review them before the class, as above stated.

Corrections made without subsequent review are almost valueless. But when the pupil knows that the faults corrected and explained in one exercise will appear later in another exercise, in corrected form, more attention will be paid to the corrections. Individual corrections are the least profitable, as many mistakes are common to several pupils, and individual correction involves a repetition of the same explanation in the case of each pupil. Class correction saves time and energy.

To recapitulate briefly, errors due to carelessness should always be corrected by the pupils themselves. Errors due to ignorance should be carefully recorded by the teacher when they first appear, and then be followed up by frequent and persistent review until they are cornered and annihilated.—*J. L. Smith, Minnesota.*

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*No. 2.*—Is it advisable occasionally to conduct recitations by finger spelling in second and third year classes?

It is not only advisable that the teacher occasionally conduct a recitation in finger spelling, but in my opinion incumbent upon him to employ the manual alphabet whenever the occasion permits. The only exception I would make to this rule is in the case of oral pupils who are so adept in lip reading that for all practical purposes they need not resort to any other method of communication. Our pupils have sufficient practice and to spare in chirography, but they do not have



enough in dactylology. In consequence it is a common thing to find pupils in intermediate and even advanced classes whose control of their digital muscles is so inadequate that they hesitate and blunder in attempting to spell the simplest sentence, some being able to write it more rapidly than to spell it. More numerous still are those who read spelling so indifferently that often a sentence which they would readily understand on paper conveys no idea to them when spelled on the fingers. This is a weakness by no means confined to the deaf. Many of us teachers are deficient here, but the deaf should especially have a ready command of dactylology, both subjective and objective. It should be their principal mode of communication while at school. If the teacher required its use more extensively in the schoolroom, the pupil would use it more on the playground and in all social intercourse. This preference for signs is perhaps not so much due to their convenience per se as to the fact that he lacks a ready command of dactylology. Now, do not go off at a tangent, friends, and declare that Blattner is opposed to the gesture language. It has its uses, but should be confined to these as nearly as practicable. A general and persistent use of the manual alphabet will add a class of clear-cut concepts, and hence greatly increase the power of coordination; a readier and better command of English will follow, and that is what we all desire.

Much may be said in favor of employing the manual alphabet in recitations. True, its use for this purpose is, perhaps, on the whole not as conducive of accuracy as writing, but this is more than made up by a saving of time—a very important consideration in our work—the enlivening of an exercise by a rapid fire of questions and answers, and the sharpening of the pupils' wits by the frequent opportunities for digression into discussions. Besides, spelling exercises compel rapid thinking—knowledge that is not ready at our beck and call is not worth much—and they serve as, perhaps, the best test of what the pupil really knows. In writing he has too much opportunity to borrow from books and his neighbor what he does not know himself—to dress up in some one else's clothes, so to speak. I would conduct recitations by finger spelling in the above grades and in all grades; not always, but frequently. The earlier pupils are habituated to the use of the manual alphabet the better, because the more fully will the English language become a part of their mental life.—*J. W. Blattner, Austin, Tex.*

*No. 3.*—Would it not be well to teach the most advanced pupils the more common forms of dialect?

This is not a question to be answered categorically, although my answer would be in the negative for the majority of cases. It would be well to have our older pupils understand that there is such a thing, but I see no especial reason for teaching it. There is more good literature in pure English than any of us or our pupils ever can hope to read. Newspaper dialect is not worth considering, as it consists of inane jokes and equally inane "aphorisms." It can not be argued that a knowledge of dialect would enable the deaf to more readily understand half-educated friends who may write to them, as such friends would never write anything that even approximated dialect in its printed form.

Dialect in print is usually the phonetic spelling of mispronounced English words, and is so ungrammatical and idiomatic as to be almost unintelligible. Our facility in reading it results from our ability to interpret the printed page to our mind by aural impressions. That is, as we read the mind receives an impression of what the word would sound like, and its resemblance to the proper form makes it recognizable. This faculty of translation is wanting in the deaf, except in those who have lost their hearing at a comparatively advanced age. Our ability to gather the sense from peculiarly constructed sentences, or sentences parts of which we would not understand if we took them literally, is also of great help to us. This ability is the result of perfect familiarity with language and a well-developed reasoning faculty, neither of which is to be found in our pupils as an ordinary thing. Thus it will be seen that to teach dialect would present almost as great difficulty as to teach another language, and what would be gained would not be worth the time expended.—*Edward J. Hecker, Indiana.*

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*No. 4.*—In giving a story for reproduction should the entire story be given at one time or in parts?

Stories should be selected with the view of giving the entire story at once, though cases may arise where fine stories for reproduction may be too long for one exercise. In that case, of course, the stories may be given in sections. That part of the story, however, that is to be written in any one sitting should be given at one time without break.—*D. C. Dudley, Colorado.*

*No. 5.—What is your method of teaching questions?*

I teach questions through constant practice in using questions, or, more specifically, by making questions useful for their primary and their principal purpose. Questions divide themselves according to their purpose into two classes, namely, questions used to gain information and questions used to test knowledge. A method of teaching questions to be worthy the name must recognize these two classes as distinct, and it must, moreover, determine which class is primary and principal and therefore to be first used and taught. The essential difference between the two classes of questions is the difference in the states or moods of mind from which questions proceed. Questions seeking information proceed from ignorance, from a mind relative to the knowledge desired, in a state of emptiness; questions testing knowledge, on the other hand, proceed from knowledge or from a mind already in possession of the particular knowledge asked for. This is a difference as marked as it is vital, for it gives to every question double meaning, one or the other of two interpretations according to the purpose of its asking. Questions seeking information are the expression invariably of the "I-do-not-know-I-want-to-know" thought, while questions that test knowledge express the "I-know-I-want-to-see-if-you-know" thought. Questions that proceed from ignorance and seek information are the natural questions of childhood, and they constitute the great majority of the questions of everyday business and social life. Questions that proceed from knowledge and that are used to test knowledge are peculiarly the questions of the schools, and they are therefore limited in their field of utility almost entirely to the school period of life. It is safe to say that most of the difficulties attending the teaching of questions to deaf children arise from indiscriminate question asking, from failure to note and observe the two distinct utilities which questions serve, but more than all else, from a preponderating use of test or school questions in beginning classes, where the questions are asked in many cases with no purpose other than to see if the pupils understand questions and have ability to answer—the basest use, perhaps, to which this noblest and most useful language instrument may be put. Asked my method of teaching questions, I may say it consists almost entirely in the avoidance in the beginning stages of the use of school questions, or questions asked for the purpose of testing the knowledge or the understanding of pupils, and in the limitation of

myself and my pupils to the use of natural questions, or questions seeking real information. It is a simple method because it follows a simple rule: Do not ask a question the answer to which is known. I ask questions because I wish to know something that I do not know; the pupils ask questions for the same reason—they wish to know something that they do not know. Questions asked bring answers, and answers are always information. Thus questions become from the beginning an instrument for service and prove their purpose as an adequate means to a very useful end. It is an easy art to utilize conditions, or to create conditions, to arouse question thoughts, and thus to make occasion for question expression. But the child mind is naturally full of question thoughts, so there can scarcely be a lack of material for use in teaching forms or sentences for language. When a lack occurs, or when it is desired to make an exercise general, a meager statement of a very interesting fact will serve to start questions of a most searching nature. This may be varied by bringing into the room some article concealed by the clothing or by wrappings, with the same result. The familiar game of twenty question again will serve its purpose of giving large and varied practice in natural question asking. Test questions will be used, all in due time; there is no danger that they will not be introduced soon enough, and they will come just as soon as the natural question has developed itself in its character and usefulness and has become a used because a really useful thing. It is the spirit that teaches; the letter, the mere form, teaches nothing, and you can get the spirit of the question only into the natural question.—*F. W. Booth, Pennsylvania.*

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*No. 6.*—Do you think it is a wise plan to teach the past progressive tense in isolated sentences when it is generally used in connected language only?

I do not think it is wise to teach any part of speech in isolation except when necessary for the purpose of directing the observation or concentrating the attention upon a single objective point, for the sake of precision or economy in time. In my own experience as a teacher I have found the past progressive tense to be most easily understood when used in connection with the conjunctive adverb.—*Isaac B. Gardiner, Arkansas.*

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*No. 7.*—Please state your method of teaching such words as to rain, rainy, rain, mud, muddy, to obey, obedient, so as to

make clear to the minds of your pupils the correct use of the parts of speech they represent.

Our pupils can acquire a correct use of such words, or any words, only by practice, repetition, the over-and-over-again method.

We must spell and write "without ceasing."

But it seems to me important that from the outset we should train our children to know the parts of speech.

They will not tell us that this word is a noun, another a verb, and another an adjective, but they come to feel the difference and to know the use of each in the sentence.

Colored crayons are helpful in teaching the parts of speech. The noun may always be the white word, the verb the blue, and the adjective the yellow.

Thoughtful children taught in this way will invariably ask when a new word is given whether it is white, blue, or yellow.

Lists of such words as are given in the question may be kept, in color, on the blackboard, as—

<i>White.</i>	<i>Blue.</i>	<i>Yellow.</i>
obedience	obey	obedient
rain	rain	rainy
mud		muddy
	sleep	asleep
	die	dead

—Miss Caroline C. Sweet, Hartford.

No. 8.—Would it be advisable to have a systematic course in action work to be followed by all the teachers?

If this means the teachers in the primary grades, I would say, Yes. There are no stronger believers in action writing than those who have given it a thorough trial after having practiced other methods. It is the most philosophical, comes nearer nature's way, than any other method of teaching language ever devised. The hearing child learns its mother tongue by seeing actions and movements and hearing the phraseology that is used to describe them. By repeated observation he gets a definite idea and the language form in which it is clothed. Knowledge does not come to him by a process of translation or explanation. His concepts are not obtained at secondhand, derived from other concepts, and perhaps hazy and indistinct. They are original and clear. His language concepts exactly fit his concepts of things, their movements and attributes. They come to him per force of circumstances;

he can not keep them out, and he does not wish to. There is this constant inpouring and with it goes the child's interest, nay, inquisitiveness and pleasure, to remove all obstacles and increase the volume of the inflowing stream. No effort is demanded except such as the child puts forth voluntarily. From the hour his little soul arouses itself on "the coasts of life" and sets forth "to travel inland" it begins to reach out and take hold as his bodily limbs reach out and take hold. There is no let-up except in the still watches of the night, when a kind Providence throws over it a restful oblivion. The teacher's business is to take this bundle of acquisitiveness and place before it the material it craves and in the shape best suited for absorption. Gouin, you all know, followed this course, giving attention to the simplest minutiae. He got down on his knees, metaphorically speaking, perhaps literally, and watched the things that filled the daily life of a child; he followed and studied it and tried to put himself in its place; he noted how it busied its thoughts with the movements of the material external. The result was his marvelously successful method of language teaching. He who practices such a method philosophically, with due regard to the child's aspirations and limitations, lifts his work above the humdrum drudgery imposed by a taskmaster into the sphere of a science, and in his line is as much a scientist as Darwin and Huxley were in theirs. To do this work in our schools for the deaf with the highest efficiency requires not merely a scholar in the general acceptance of the term, but a close student of child nature—one whose mind is thoroughly trained, endowed, and equipped with resources. The superintendent who does not honestly seek to secure such talent fails to do his entire duty. It sounds very well to say that the child is father to the man; that the nature and constitution of the mind is always the same, and so if one understands his own mind he understands that of a child; but certainly different thoughts, likes and dislikes, pleasures, and ambitions enter into his broader life, beclouding his conception of the child's, and his capacity for assimilating has undergone a change. The Apostle Paul unconsciously gave utterance to a great pedagogical truth in declaring that when he became a man he put away childish things.

Should the action work be systematic? Yes, in the sense that it should be prepared with some regard to sequence and the degree of difficulty. Work done at haphazard is apt to be poorly done. To secure satisfactory advancement and avoid

possible traveling in a circle, prearrangement and apportionment of the work is necessary. The apportionment should, of course, not be arbitrary. The teacher should be allowed considerable latitude in selection. Due regard must be had to circumstances, to the ability and disposition of the child, and to opportunities afforded for teaching certain expressions. But, on the whole, a general trend should be followed.

If this question has reference to the whole school, if the one asking it wishes to know whether it would be advisable to have a systematic course in action writing from the lowest to the highest grade, my answer is emphatically in the negative. There comes a time in the educational career of our pupils when they ought to be able to use the knowledge they possess as a basis for acquiring more. When it is necessary with the higher grades to resort to material expedients as a means of enlightenment, illustration by picture is perhaps the best. It affords a higher order of mental discipline than pantomime or action writing, exercising the imagination to a greater extent and giving scope to the exercise of the reasoning power.—  
*J. W. Blattner, Texas.*

No. 9.—Should not an endeavor to form the reading habit be given more importance in the school curriculum than is at present given?

There can be but one opinion on the desirability of having our pupils acquire a fondness for reading, nor is it necessary to enumerate the divers advantages certain to result from the acquisition of this habit. We have labored in season and out of season, by example and precept, to impress upon our pupils the importance of frequent and much reading, but I doubt if any of us is altogether satisfied with the result of his efforts in this direction. Some of our pupils, especially those whose language faculty was developed before the loss of hearing, take to books of their own accord, and all the help they need is advice as to the choice of their reading matter; but to the great majority of the pupils those books in which we ourselves found so much pleasure and instruction during our younger days are like so many treasure caskets to which they lack the keys.

Under "reading habit" here, I understand the reading of books, and not the so-called newspaper habit. Our older pupils are voracious newspaper readers, and, as is the case with a great many hearing persons, the daily paper in the city



or weekly paper in the country is almost the sole mental pabulum with many of them after they leave school. I do not wish to decry the value of the newspaper, and even the newspaper habit is better than not to read at all; still, the result is to pervert the taste, and I dare say investigation will disclose the fact that the newspaper-reading deaf mute fails to find interest even in the monthly magazines and illustrated weeklies that nowadays cater to the public taste in such a variety of form and subject, and that may be regarded as a sort of aristocratic news purveyors. The illustrations having once lost the charm of newness they are thrown aside, and the scrappy columns of the daily once more claim their due. "Books delight not me, nor magazines, either," is the constant refrain of such readers.

Therefore, while we should welcome with pleasure any nascent interest exhibited by our pupils in the newspaper, we should regard it but as a stepping-stone to higher things, and not rest until we have taught them to relish the more substantial mental food of books and magazines as well.

I am satisfied that it is insufficient merely to urge the advantages of such reading, and prepare all sorts of savory baits to lure our flies into our book parlors, if, as at present, we rely upon our pupils to employ their leisure moments for the purpose. There is no class of children that is harder worked than ours, or of whom so much is required. Their schoolroom hours are packed solid with recitations and legitimate schoolroom work; to these must be added the hours in the industrial classes, at morning chores, and at evening study; and with their day so filled with mental and muscular effort, their hours of leisure should be strictly devoted to the purpose for which they are intended—recreation. To demand that under such circumstances they should form the reading habit is an imposition similar to that the ancient Israelite had to contend with when he was required to build bricks without straw. Nor will I refer to the additional difficulties in this direction imposed upon our pupils by their language limitations.

In short, therefore, it is fatuous to expect our pupils to acquire the reading habit if left to themselves. We must endeavor to teach it, just as we try to teach geography, or arithmetic, or the habit of industry, or any other desirable habit, and the best means to accomplish this end would be to elevate reading to the dignity of a regular schoolroom exercise. The

public schools point the way, for though the various readers prepared for the benefit of the hearing child are mainly designed for elocutionary purposes, they do more perhaps to cultivate a taste for reading than any other branch of the curriculum.

This plan was tried in my class last year with very gratifying results. Each pupil was provided with a suitable book from the library, and a dictionary, and three-quarters of an hour daily was devoted by the class as a whole to an honest effort to read. Each new term was hunted up and the definition submitted to me to see if it was correct. If wrong, another trial was made. Phrases and idioms were explained, and every effort made to help each pupil grasp the spirit of his subject. At the same time I took every pains to make the exercise as informal as possible and divest it of all resemblance to task work. The result was that toward the end of the term the majority of the class had become quite accurate in selecting definitions appropriate to the text; in other words, had begun to understand the use of the dictionary. Their vocabulary was enlarged, their command of language better, and, above all, what had at first been much of a task became in the end a positive pleasure.

I think I can unqualifiedly recommend the plan. The thirty minutes, or forty-five minutes, or even an hour thus expended daily, may perhaps not be attended with immediately tangible results measurable to the sixth decimal degree, as might be the case were they devoted to arithmetic, or geography, or history; but in the vernacular of the day the investment will be found to pay, nor can I imagine a more practical or direct way to inculcate that very desirable virtue—the reading habit.—*G. W. Veditz, Colorado Springs, Colo.*

*No. 10.*—Is it possible for the average pupil to understand and enjoy such so-called juveniles as *Alice in Wonderland*, *Little Women*, and *Abbott's Histories*?

A liking for books is largely a matter of training, and, in my judgment, the average pupils can and ought to be led up to an understanding and enjoyment of such books. My own pupils, in their fourth and fifth year, take great delight in *Alice in Wonderland*. Much of the language is entirely beyond them, but a little old-fashioned pantomime here and there by the teacher easily clears away all the difficulties.—*Miss Caroline C. Sweet, Hartford.*

*No. 11.*—To what extent would you employ memory in the teaching of language to the deaf?

I do not regard memorizing as piece work of much value to the deaf in the acquisition of language, for the reason that they generally perform it in a perfunctory manner solely for the satisfaction of the teacher, whom they look upon as a task-master when given such work. They pay little or no attention to the meaning of the language thus memorized or to any peculiarity of construction, and they make no effort to let the language serve as a vocabulary for future use. Their energy is concentrated entirely upon the effort to get the language memorized as directed. They would lose nothing by being sent straight to bed rather than being required to spend the evening study hour in this species of memorizing.

However, memory is of great value in learning language, but this memory should be without any conscious effort. It should be the result of many impressions made while the attention is intensely active, as it is with hearing persons who hear language spoken in daily intercourse.

Here is where the deaf are at the greatest disadvantage as compared with the hearing. The degree of attention they bestow upon language set before them is lamentably small, and consequently their memory of language is very feeble.

What the pupil can not or will not do in the way of exercising the attention and memory remains for the teacher to bring out and encourage by proper exercises. A quick, ready, spontaneous memory, resulting from active attention, should be developed in the pupil. With this end in view, I would recommend frequent exercises in finger spelling of words, phrases, and short sentences by the teacher, to be repeated by a pupil in finger spelling, the pupil to be selected at random; or questions may be asked by the teacher in finger spelling which may be answered by the pupil in the same language with some slight change.—*D. W. George, Illinois.*

#### GEOGRAPHY.

*No. 12.*—What year should geography be introduced into the curriculum?

It depends upon the class. A very bright class may begin geography in the middle of its third year in school. A slower class, or one made up of younger children, should wait until the beginning or the middle of its fourth year. Finally, a

class made up of children both slow and young will wait until the fifth year. But a small percentage of our children begin geography in their third year, leaving the large majority beginning the subject in their fourth or fifth year. I should say the average pupil is ready for geography after three years in school.—*F. W. Booth, Pennsylvania.*

## TEXT-BOOKS.

*No. 13.*—Should books for study be put into the hands of beginners?

That depends upon what is meant by study. If by study is meant to memorize set lessons, no; but I would give beginners books specially prepared for them—Miss Sweet's No. 1, for instance—after they had been in school three or four weeks. They will be interested in the pictures, will have their minds awakened by them, and will be kept busy looking at them. As they learn the names of objects and associate them with their written, spelled, or spoken names, they will gradually learn to read the printed names associated with the pictures and objects without any effort on the part of the teacher. As the pupil's vocabulary grows he will learn to read from the book the simple sentences which he has learned to understand so well when written, and will be easily led on to the reading of short stories. He learns to love his book, takes it up in leisure minutes, and with it profitably uses much time which otherwise would be spent in mischief.—*Job Williams, Hartford.*

*No. 14.*—What text-book in history would you advise for beginners?

The introduction of history to a class of deaf children by means of a text-book prepared for hearing children has, so far as my experience goes, been far from satisfactory. My personal knowledge of introductory text-books in this branch of knowledge is limited to the following:

Goodrich's *Child's History*, Goodrich's *American Child's History*, Montgomery's *Beginner's*, Lossing's *Primary*, Barnes's *Primary*, Eggleston's *First Book*, and Dodge's *Stories of American History*. The same objection has been found to all—the language is so far ahead of what the deaf pupils understand and use that the study of the book is a wearisome task, preventing the interest on the part of the learner that is essential to the right study of history or of anything else. There is

but one historical book which I have known deaf children to receive with real interest, and that is Crane's Bits of History. But this is rather a historical reader than a text-book for teaching historical facts.

Stories of all kinds, written expressly for deaf children by teachers who understand their needs and the limitations of their language, are read with avidity and real enjoyment by the children. And this suggests my answer to the question. I think that the best introduction to the study of history in the case of deaf children consists of lessons prepared by the teacher, comprising the leading facts, couched in language that is within the comprehension of the pupil. Supplementary to these, I would have the stories and incidents accompanying each period told to the class by means of signs, finger spelling, or speech, according to the method of instruction pursued, these to be reproduced in writing by the pupils, corrected, and copied into notebooks.

I hold that the transition from our ordinary preparatory language work to the language of text-books for hearing children is far too abrupt, and that the best way to introduce all the common-school branches is by means of introductory lessons prepared by an intelligent teacher.

Lest, however, the one who asked this question may think that I have failed to answer it after all, I will add that if it is a matter of choice among text-books for hearing children, I consider Goodrich's *Child's History* the one best adapted to an average class of beginners.

In what I have said on this subject, I have had in mind only deaf children without any natural command of English. The above remarks are not intended to apply to deaf children who learned language before they became deaf, a class commonly but not happily called "semi-mutes."—*J. L. Smith, Minnesota.*

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*No. 15.*—What is the most suitable book in English history for the deaf? In American history?

For an ordinary class of six years' standing I have found nothing better than Miss Yonge's *History of England*. The language is simple, lucid, and well-chosen; the facts are important, without unnecessary details of battles; and there is no thrusting of unimportant dates upon the child's attention. The human interest is uppermost throughout. Moreover, the book can easily be gone through in a single year.

In American history I consider Quackenbos's as satisfactory as any for use with the deaf. It is free from patronizing "I have told you's," has useful maps near the lessons, sets of questions useful in reviewing, the Declaration of Independence, and the Constitution, with amendments.—*A. S. Clark, Hartford.*

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No. 16.—What is the best series of readers for the deaf?

I would answer this question as Yankees are said to answer all questions, viz, by asking another question.

I would first ask, What is meant by a reader? The same word does not mean the same thing to all persons.

To the hearing and speaking youth in the public schools a reader is a book of choice selections by the use of which he is expected to learn the art of reading correctly, elegantly, and forcibly. Delivery is the main object for which he uses the reader. By learning to express the thoughts of others correctly and impressively, he is expected to be also learning to deliver his own ideas in a way that would carry conviction, provided he ever had any ideas that are worth delivering, either with or without the express company's well known three-letter trademark, C. O. D. Now, bearing in mind that the question I am to answer, or rather, try to answer, is addressed to teachers of deaf persons, it seems to me rather ambiguously worded. Certainly delivery has nothing to do with the use of readers by such persons. The forcible and elegant communication of their own thoughts is not supposed to be directly or specially influenced by the use of any reader.

If the person who asked the question meant by readers books that are to be text-books in language, the correct use of language being the main object for which the reader is to be used, then I would say at once that the American Asylum Series is the best series of readers I know of. But is that all that this question means? I would give it a broader interpretation and would assume that its object is to elicit thought upon the topics of general reading. I am saying nothing new when I say that the deaf are not the readers that they should be. Lack of suitable reading matter is responsible for this defect in our training of the deaf, and the furnishing of suitable matter rests largely with the teacher. I have not the time at present to present my views in detail, but must content myself with merely calling attention to some things which I think bear upon this question.

Supply pupils during the first four or five years of school life with a little daily paper with institution news items on one side and on the other side stories, news other than local, written in language involving principles known to the pupils, suiting the subject-matter and the phraseology to their understanding. This work should be done by the teachers, each teacher preparing for his own classes such matter as seem best suited to them. These little sheets will be eagerly sought after and diligently read, and the child thus early in his career will learn to read for the pleasure it gives and language will mean something to him. Follow up this little paper with books of short stories. See that these stories are read through. Each child should have at least one scrapbook into which he can paste such stories as strike his fancy and interest him. He will thus show his teacher in what direction his thoughts tend and materially aid in shaping his reading. While I would not discourage the use of the dictionary, I would encourage children to hazard a guess at the meaning of new words from the context. Keep ever before the pupil the fact that the more he reads carefully and intelligently the more life will hold in store for him. Continue this line of reading, but suiting the matter, both in length and character, to the growing development of the pupil's mind until he is at a point where he can take some book divided into chapters and read it through. Watch carefully the reading of the first two or three books; talk about them with the pupil as they are read, and keep up the interest to the end. As soon as able to comprehend, encourage the reading of newspapers. In this, as in all our educational work, success will depend much upon the way the work is done at the start. A house started upon a sandy foundation may come to grief before the shingles have been on long enough to get wet.—*D. F. Bangs, North Dakota.*

*No. 17.*—Are there any text-books on ancient history and civil government specially prepared for the use of deaf pupils? If so, name them.

I know of no such text-books, nor are my fellow-teachers better informed. Specially prepared books on both subjects, if made brief yet comprehensive and not too much simplified, might be used with advantage. When deaf pupils have arrived at the age when such subjects are to be studied, it is well to avoid reducing their lessons to too low a level, which is a tendency when special preparation of books is attempted.—*E. J. Hecker, Indiana.*



## GRAMMAR.

*No. 18.*—Considering the weakness of the deaf in language, is it not better to confine the study of technical grammar to the elementary principles in the form of prepared lessons and employ the extra time in more important language work?

Our aim in teaching language to the deaf is twofold. We wish to render them capable of understanding and using colloquial language freely and correctly, and we also wish to give them the ability to read books with pleasure and profit.

The first aim—the mastery of colloquial English—can never be attained merely by the study of technical grammar, for colloquial English is largely made up of idiomatic forms in the acquisition of which the rules of technical grammar are of little use. I have known deaf-mutes who were adepts in the technicalities of grammar, able to parse and analyze long and complicated sentences, and to express themselves in strict accordance with grammatical rules, who yet could not carry on a conversation upon any of the ordinary affairs of life in good idiomatic English. The mastery of idioms can be acquired only by persistent practice in their use, and grammatical rules are perhaps more of a hindrance than a help in this direction, since they lead the pupil to depend upon his memory of rules rather than upon his memory of language. The practice essential for the mastery of colloquial English can best be given, in my opinion, by what is called the natural or intuitive method rather than by the grammatical or scientific method. Especially is this true in the instruction of young children.

On the other hand, for the attainment of our second aim, which is to give the deaf the ability to read books with pleasure and profit, the study of grammar is a great help. I have known deaf-mutes, taught exclusively by the intuitive method, who used colloquial English so freely and correctly that it was hard to believe they were congenitally deaf; but they were unable to pursue a college course of study, for they could not understand the language of college text-books; the prose of Macaulay and the poetry of Tennyson were alike beyond their grasp; and their attempts at writing English in the form of connected composition were failures. In the comprehension of the language of books and in the writing of compositions they were surpassed by students who were inferior to them in the use of colloquial English.

Now, there is no reason why, provided sufficient time is allowed, both the aims of language teaching may not be attained. "These ought ye to have done, and not to leave the other undone." During the first two or three years of the course, especially with young children, the intuitive method should be followed, and no formal instruction in technical grammar should be given. The only exception to this rule may be that when, as sometimes happens with bright children, the pupils begin to discover and formulate grammatical principles for themselves, their efforts in that direction should be judiciously encouraged. Later in the course, whether the initiative comes from the pupil or from the teacher, the principles of grammar should be thoroughly taught, and, in connection with the study of text-books and wide general reading, a great variety of sentences in prose and poetry should be carefully analyzed. The intuitive method will give the pupil a mastery of colloquial language; the study of grammar will help him to understand the language of books, and while it will not of itself open to him the temple of literature and knowledge, it will at least give him the key which will admit him to its vestibule.—*Edward Allen Fay, Gallaudet College, Washington.*

*No. 19.*—What percentage of deaf pupils taught grammar are, in your estimation, benefited by the study?

The benefit or injury done by the teaching of grammar can not be estimated by a percentage of pupils. One might as well ask "what percentage of pupils are benefited or damaged by an education?" The object of the question, however, probably is to get an expression of opinion in regard to the value of grammar as a study. Its value to children is very small. Grammar is a study for mature minds. The time spent upon grammatical definitions, rules, technicalities, and nomenclature is worse than wasted. Declensions, conjugations, analyses, and parsing are refinements that delight a few older minds, but are an imposition upon children. Language is best learned by using it, not by filling the brain with a lot of rubbish about it. Strange that some of the educators of the day do not see the cruelty and injury of compelling children to waste their time in plodding through such a mass of useless stuff as is found in the text-books thrust upon our schools.—*John H. Woods, Illinois.*

No. 20.—Is grammar of any aid in the acquisition of language? What is your opinion of it as a text-book study?

I should smile and say, Yes; but for beginners grammar need not be used as a study, because it is of no practical value to them. They should learn to express their own thoughts in language, either written, spelled, or oral, and how to arrange words they learn in grammatical order of sentence-making under the careful training of teachers for several years. It is very important to have them learn to construct sentences that begin with a capital letter and end with a period, and also to understand the correct meaning of words when they learn. They should use all opportunities to increase the sum of their knowledge of language by reading, conversation, and observations; and original exercises, stories, and compositions in practical and sufficient writing give them the best chance to correct and improve their language.

It is my opinion that grammar should be a text-book study for those who are sufficiently advanced, in order to enable them to comprehend and use something better in improving and constructing sentences with proper meanings of words and all their relations to each other, so as to help them in the understanding and acquisition of language. From my observations with the deaf, I, however, see that grammar is considered quite a hard and dry study for the majority of them, who are not benefited by learning it, nor understanding etymology and syntax, contrary to my experience with it, which was of great benefit to me in having obtained a successful and thorough mastery of language.

The use of signs in the daily talks of the deaf has nothing to do with the cause of mistakes, careless blunders, wrong uses, unintentional ideas, unknown meanings, and misspelling in their written or spoken language in many cases, but they are all due to poor or deficient knowledge of principles of grammar, by which a better command of language can be acquired; and the amount of success depends upon the amount of practice in study.—*Lars M. Larson, New Mexico.*

#### DISCUSSION.

DR. WILKINSON. I would abolish the whole thing from the institution if I could do it. Did you ever watch a child develop? If it is taught correct speech, it will speak correctly. My own

daughter never studied grammar until she came to prepare for the university. As one of the studies necessary, she had to study Latin grammar, and she used just as good language as I do when she began the study of grammar.

You go out into the slums, where children are brought up in all sorts of vile and incorrect speech, and the child imbibes it. The child in the class room who comes into communication with good speech and good writing will get into correct speech. Of course a child gets very little practice in the schoolroom. I think we do not give them enough practice in speaking. We forget that the children do not get as much in the schoolroom as they do in the world. The only correct way to give pupils a knowledge of correct writing is not through the rules of grammar but through the careful study of expression. It makes me tired to see the children drilled in the rules of grammar that they do not understand. I am glad to see that in our best schools grammar is recognized as an advanced study. Of course when they go to college they must have a knowledge of technical grammar. In getting a pupil ready for college I would not have him study grammar until the last year of the course.

A thing suggested itself to my mind some years ago, and grew out of looking over slates and correcting them. You will find the same old mistakes many times. I put a correction card containing a list of corrections into the hands of the teachers, and it gives the number of each correction. The theory is to put a line on the side of the leaf or margin, with a number, and then the pupil looks up the card and sees what No. 5 is. By and by it becomes associated with this error in his mind. We accomplish good results from this kind of work. We should note down these common errors and correct the children's errors. We have extended our list to 25; and when you have taught them to do this you have corrected many of their errors, and you have increased their ability to use grammatical constructions. I want to express my disapprobation of grammar as taught in many common schools, as well as in the institutions.

MR. BOOTH. Mr. President, I have heard of this method of Dr. Wilkinson's before. I, for one, would like very much to have Dr. Wilkinson prepare an article, covering the whole ground and including this chart which he uses, and then have him publish it in the "Annals." I want to ask this now and

here so that we shall be sure to get it. I asked for this same article years ago, but never got it.

Mr. RAY. Mr. President, I want to ask a question, and that is whether you would give them the correct form to work by. In our own work with deaf children we like to keep before them always the best form. When a mistake of any kind occurs in their presence we obliterate it as quickly as possible and never present the incorrect form.

Dr. WILKINSON. I want to say, in reply to the questions, that we do not use the form. It is only for the temporary use of the pupil, so that he can refer to it. He is supposed to have learned the true form.

#### ARTICULATION.

No. 21.—What expedients do you employ to get pupils to distinguish between the sounds of *b* and *m*?

In teaching pupils to distinguish between the sounds of *b* and *m* I have not had as much difficulty as in some other elements which are not so closely akin to each other as the above.

In teaching positions, *p*, *b*, and *m* all being lip consonants, I teach them in this order, *p*, *b*, *m*. Pupils easily distinguish between *p* and *b*, as they are nonvocal and vocal. Follow these with *m*. Have the pupils touch the side of the nose when the sound of *m* is given and let them keep the finger there when the sound of *b* is given and they will consequently feel no pulsation. Then tell them why this is so, which is quite important.

I find diagrams very helpful in explaining this difference; also a plaster cast in profile, one section being taken off so the different organs can be seen. You can tell pupils that the palate is depressed in *m* and the meaning will be very vague, but if they see how it can be in that condition they will remember and understand it.

In *b* the pressure of the center of the lips is greater than in *m*, but the lips are closer all the way around than in *b*. To illustrate this I press the hand, arm, or shoulder of the pupil with my finger harder and shorter for *b* than for *m*, but make the pressure more continuous for the latter.

Where there is a tendency to nasality *m* has to be dropped for a while till the organs are better adjusted, but the position can be given very early in the course of instruction.—Miss Mary T. G. Gordon, Washington, D. C.

No. 22.—Where it is possible to have but one teacher of speech should the time of that teacher be given to all who might be benefited by speech instruction or confined to a single oral class?

There are two sides to this question, but I think the weight of argument is in favor of confining the work of the one teacher of speech to one class, thus giving an opportunity for the most thorough instruction on the part of the teacher and for the best results on the part of pupils.

Then if the purpose is to test oral methods by results, there will be a full and fair trial. If a community or a board of trustees is to be interested and enlisted in an extension of oral work the best evidences of the capability of the deaf to profit by such instruction can be presented, and if the object is simply to promote the best interests of the pupils under instruction for the time the better results with the few will probably outweigh, in the aggregate, the smattering that will be obtained if the labors of one teacher should be divided among the many pupils of a large school.—*Thomas L. Moses, Tennessee.*

No. 23.—In a school not exceeding an enrollment of 100, conducted under the combined system, how should speech be taught?

Every pupil entering school for the first time should be given a trial in the oral department of sufficient length of time to determine the method to be used in its instruction. The time consumed in this trial will depend upon each individual pupil.

In a school of the size designated it is, of course, neither advisable nor practical—if it is advisable anywhere—to attempt to isolate the oral and the sign pupils into separate and distinct departments.

In school proper those pupils that have been selected for the speech classes should be taught by speech exclusively, except where it is necessary to resort to signs for explanation, in order to give speech in the most rapid manner, and I include in signs everything other than speech.

Outside of school proper they associate with the other pupils and attend chapel exercises and lectures delivered in signs, but the different hearing people, whose duty brings them in contact with these pupils, should be required to use speech with them as far as practicable in all their communications about the premises. In this way the children soon learn the utility of speech and will not hesitate to resort to it if encouraged to use it.—*W. O. Connor, Georgia.*

*No. 24.*—When should the first lessons in speech be given to a child of average ability?

This question has been under discussion for a number of years and has given rise to a great diversity of opinions among instructors of the deaf. I shall only attempt to answer it briefly from the knowledge gained by my own experience, which, though it covers only a space of a few years, has been, nevertheless, considerably enlarged in that time by the numbers of little deaf children, of ages varying from four to twelve years, who have come under my instruction in speech.

I think I may safely, conscientiously, and positively state that far better results have been obtained from the very little ones than from those sent to school in later childhood. In fact, our most successful little talkers are those who have been under instruction from the ages of 4 and 5. It can not be denied that the organs of vocalization are much more plastic and susceptible to mobilization and development at this early age than had they remained inactive and unexercised for a longer period. Then, while the ability to imitate is no less in a child of 5, his mind will far more readily receive at this early age than after a longer period of dormancy. Add, also, to this the gain which several years of systematic training and exercise in the right use of the vocal organs will have to bear upon the child's future success. I believe, too, that the voice will be relieved from much of the disagreeable harshness—the chief objection to the deaf-mute's speech from a stranger's point of view—and assume a far pleasanter and more natural tone should the lessons in articulation commence before the vocal organs have become hardened and reduced to a state of immobility by years of nonuse and abuse.

Of course, it follows that much more patience and perseverance are requisite to teach these little ones, and many changes will be essential to meet the requirements of a class of very young children. The periods will of necessity have to be shortened, and the lessons in speech supplemented to a considerable extent the first year by kindergarten exercises for developing sight and touch by simple calisthenics and by other recreation. With this outside work a child of average ability at the age of five would have no difficulty in mastering the majority of the elements, simple and in combination, and a number of words which can be readily combined into very easy sentences. Some of the hardest elements, as *k*, *ng*, *x*, *r*, might have to be left very likely until later, but this fact need



not discourage a teacher, for it is by no means surprising that many of our little deaf children find these elements hard to articulate when we consider that the tongues of our hearing children are often unruly when learning to talk. Even they take a long time to acquire the suppleness and flexibility necessary for the clear pronunciation of words.

Do we not teach our hearing children to talk at the age of two? Then, why should the education of our little deaf children, who are so much more dependent upon their teachers, and whose time in school anyway is very limited, be so neglected? Why should these unfortunate little ones be left until the age of eight or nine, and possibly later, before receiving instruction? It seems to me the fact that we teach babies to speak would indicate that the organs of a deaf child were ready and waiting to be used and taught. The sooner begun the better. The sooner a good habit is formed the better. Lay the foundation early and well. That which is done gradually and persistently grows up with a child, becomes a part of his being, is interwoven in his nature, and is never forgotten.—*Helen B. Andrews, New York Institution.*

No. 25.—Give the breathing and vocal exercises to secure correct management of the breath in speech.

The following are some of the exercises practiced by classes in the Horace Mann School for the purpose of acquiring correct habits of breathing and clear tones in speech:

Let the tongue lie soft and flat in the mouth with the point at lower front teeth, while the jaw is slightly dropped. With this position and with tips of fingers upon diaphragm, feel the action of the diaphragm. Again, assume position of tongue and observe simultaneous action of jaw in dropping and the outward movement caused by action of diaphragm. These without voice.

After pupils readily observe the action of the diaphragm, and while keeping the tongue in position, allow them to give the sound *ä*.

(The production of voice is directly associated with the action of the diaphragm, and vibrations elsewhere are not noticed.)

Other vowels follow, taking care to avoid drawling the sound; on the contrary, presenting the idea of giving each as a light, delicate touch.

With tongue and jaw in position, and while feeling the

action of the diaphragm, count, one! Relinquish position. Again take position; count, one! two! Relinquish position. Again take position; count, one! two! three! Relinquish position, etc.

Rhythmical exercises with vowel and consonant, varying length of syllables. Ill.: *pär, pŭ*, etc.

Point of tongue exercises: With tongue and jaw in position, feeling action of diaphragm, raise point of tongue for *t*, hold, then relinquish. The air contained in the mouth cavity gives the "percussive recoil" necessary to a well finished *t*. This exercise with *t, d, k, g* as initial and final elements.

Pronounce single words with thought of giving out vowel sounds to a distant object.

Phrases given with aid of directive gestures at first, with hand resting upon a piano later on.

Short selections of easy rhythm practiced with piano to gain fluency in speech.—*Miss Sarah Fuller, Boston.*

No. 26.—What exercises are best for securing elasticity of the pharynx?

Elasticity of the pharynx, as we usually speak of that organ, is secured not so much by exercises embracing it as a whole as by separate exercises for those parts most concerned in speech and most susceptible of being trained. This would include gymnastics of the soft palate and of the pillars of the soft palate as well as those included in the broader term the pharynx.

For exercises for the soft palate we have collected the following:

1. Raise the palate, slightly at first, then as high as possible, care being taken to keep the palate still and to breathe through the mouth.

2. Breathe through the nose but with the mouth open, keeping the tongue still and as low as possible at the back.

3. Hold the palate up, give voice, and stop completely before lowering it.

For the pillars of the soft palate:

1. Draw the pillars together. After considerable practice they may often be made to touch.

2. Separate them as far as possible, holding the soft palate up.

3. Keeping the pillars in a given position, breathe through the mouth; then add voice.

For the pharynx as a whole:

1. Close the lips tightly and make an effort to blow. This causes expansion of the pharynx. Open the lips and the pharynx suddenly contracts.
2. Contract and relax the muscles at will.
3. Think a gape and sound *aw*.—*Tunis V. Archer, Indianapolis.*

*No. 27.*—Is much concert drill in reading from the black-board or charts of any great value to deaf children?

Concert drill in speech for deaf children has a substantial value, which should not, however, be overestimated. If care has been taken to see that each pupil knows the phonetic equivalents, or more properly the "positions" for the English characters, and that he also understands the language, a concert drill from board or chart has two distinct advantages. It saves time; but better than this, it affords practice in transforming readily the printed thought into vocal speech. Naturally this concert drill must be directed by the hand and lips of the teacher to insure some degree of unison.

Poetry may be most profitably recited in this way, also prayers and portions of Scripture.

With some practice a class comes to like the exercise and to do it very well.—*A. S. Clark, Hartford.*

*No. 28.*—Should articulation and lip reading be marked on the same scale as other studies?

If articulation and lip reading are marked at all, I should mark them on the same scale as other studies.

Why mark at all?

Whatever advantage is gained by examination and marking in other studies is surely of equal advantage in estimating the pupil's rank in the class and his comparative acquisitions in all lines of study. If he be examined in reading, arithmetic, geography, history, etc., while no attention is paid to his improvement in articulation and lip reading after constant and careful study, and no attempt is made to note the corresponding advancement in these attainments, he may quite naturally infer that they are of minor importance, simply an incidental. Notwithstanding the fact that examinations have been abused, yet a test may be so wisely and considerately given that even the poorer pupils need not be made to feel unhappy nor uncomfortable.—*Miss Almira I. Hobart, Delavan, Wis.*

*No. 29.*—How would you conduct an examination in speech and lip reading?

The examination in speech and lip reading would of course vary with the grade of class examined.

*Speech.*—First. Elementary sounds, vowels, and consonants.

Second. Simple combinations of vowels and consonants.

Third. Familiar and unfamiliar words and sentences.

Fourth. Reading sentences unfamiliar to the examiner.

*Lip reading.*—First. Writing the elementary vowel and consonant sounds spoken by examiner.

Second. Writing simple combinations of vowels and consonants spoken by examiner.

Third. Writing familiar and unfamiliar words and sentences spoken by examiner.

Fourth. Telling connected narratives and having pupils reproduce them.

In marking we use the 100 scale and take off for every incorrectly spoken or written sound. Such sounds as *t, s, d, f, s, r*, etc., might be used correctly as far as lip reading was concerned, but form the wrong word, such as *fat* for *fad*. This would not be considered a mistake.—*Miss Florence C. McDowell, Mount Airy, Pa.*

#### ARITHMETIC.

*No. 30.*—How can we make our pupils apply reason and common sense to the solution of arithmetical problems?

This question should have been asked of my friend and collaborer, Mr. G. W. Veditz, who has been wonderfully successful in teaching arithmetic and whose pupils come to me so well trained in that branch that few of them give me serious trouble. There are, however, some fundamental principles which, from observation and experience, I deem absolutely necessary in the proper instruction of any child in arithmetic, and I shall, in the limited time allotted to me, give you two or three of these, leaving the detail to be filled in by the hearer.

In the first place, I should insist on a thorough mastery of the four processes as applied to whole things and to parts of things. Illustrating each process in the concrete, go then to the abstract and drill, drill, drill until the child does all kinds of work without conscious effort. Along with this there should go, taking them one by one, a drill in the language forms used in arithmetic until the child fully understands the meaning.

All new language constructions should be placed on the large slate and carefully explained, then examples given to be worked one at a time before the class until the duller pupil fully understands. Here the teacher who knows signs thoroughly has a great advantage, since he can know at once just what is in the mind of the pupil. The teacher should exercise the greatest care in all the work, both abstract and concrete, to use the correct form and to be sure that each step is perfectly understood in itself and in relation to what has gone before. In all problems have the pupil write enough to show that he has a clear idea of what he is doing, and always give enough problems to enable him to master the principle and to give him confidence in his ability to work them. Thoroughness must be the watchword from the beginning, and the exercises must be so varied as to prevent their being tiresome.

With an enthusiastic teacher there will be enthusiastic pupils, and if pupils can be made to like the study of arithmetic, it will present little more difficulty than any other study. My experience has been that children do not like arithmetic because they do not understand, and they do not understand it because they were not properly trained in the elementary principles.—*W. K. Argo, Colorado.*

#### INDUSTRIES AND PHYSICAL TRAINING

*Nó. 31.*—Why is physical training so necessary for the deaf?

Physical training has always been an essential feature in the educational system for hearing youth. Every reason which makes it so applies with even greater force in the education of the deaf. It requires mind properly to control muscle. The training that produces a harmonious development of the muscles and makes their proper control possible must necessarily be accompanied by corresponding mental development. Mental power thus acquired paves the way for manual, intellectual, moral, and religious instruction. In view of the great difficulties in the way of the acquisition of an education by the deaf, such a valuable aid as physical training ought not to be dispensed with. Diseases causing deafness do not always leave the body and mind in their normal condition. Subsequent confinement in schoolrooms, shops, and city homes makes more serious complications possible if not counteracted by timely and judicious physical exercise. Those who stand most in need of such training are the ones least apt to take it voluntarily.

Education, to be real education, must include the training of the body, mind, and soul coordinately and neglect no one of them.—*Rev. Jas. H. Cloud, St. Louis.*

*No. 32.*—Is not drawing of great pedagogical utility?

Certainly it is. The teacher who has that happy facility has the advantage over those who are unable to draw, in that he can illustrate for the benefit of his pupils things which he could not convey in words. I have in mind a teacher in our school once who made great use of drawing in his class room. The word "round steak" would be meaningless to the average pupil, and as signs are restricted and pictures are not always available the teacher simply took up a crayon and drew on the blackboard a picture of the object, which the class at once recognized. This teacher told me that he found his knowledge of drawing of great assistance in all the years he has taught the deaf. It is not necessary that we make artists out of our pupils. That would be impossible; but I firmly believe that to deprive our pupils of a chance to learn drawing would be the same as depriving him of a part of his education. My husband, who teaches printing to the pupils in the same school, has often said that if he possessed a good knowledge of drawing he could teach better, and that if his pupils had the same training they would make better printers, for a large part of job work requires as much judgment in balance and harmony as the artist does in the use of colors.—*Mrs. F. K. Porter, New Jersey.*

*No. 33.*—How early should the teaching of drawing be entered upon with the deaf?

The teaching of drawing covers such a large field that to answer the question fairly it is necessary to know what the object of instruction is, what kind of drawing is meant, and what proportion of the pupil's time is to be devoted to the study.

In many schools only one or two recitation periods a week are allowed for drawing. In these the artistic side of the subject should receive most attention, including study from life, nature, still life, and imagination. If geometric drawing or the study of the solids is meant, let it be a part of the academic course; if mechanical drawing is considered, no instrumental work should be begun before the fifth or sixth year.

We can not consider the teaching of drawing before the child enters the kindergarten, but that is the best time to begin to learn, and he usually does, in the best possible way, by making mud pies. Clay was discovered before paper, and modeling should precede or go hand in hand with drawing. The value of modeling in developing the creative faculties can not be overestimated.

We are not teaching drawing in order to have a collection of fine-lined, neatly shaded "pictures" to show each year. We are trying to develop the character of the child, to strengthen his will power in execution, to aid him to express his thoughts artistically, and to turn his unbounded imagination and ideality into practical and healthy channels in illustration and design.

Art is a part of the child's nature. It can only be separated from him by monotonous labor and carefully prepared systems of instruction which require the least trouble in teaching; even then his individuality and expressiveness die hard.

Picture writing began with the beginning of the race; so should it begin with the first year in the kindergarten.—*Miss Marie Le Prince, New York Institution.*

*No. 34.*—Are our deaf girls receiving as much benefit from industrial training as it is possible to give them? If not, what can and should be done to increase their efficiency and fit them for the duties of life?

It seems that the girls under our care at the New York institution are receiving as much benefit from industrial training as is possible for them, considering the short space of time they have to devote to matters aside from their school duties. They here receive a training which will enable them to compete with hearing and speaking girls, if they are called upon; and what more can be expected?—*Mrs. Julia F. Wilcox, New York Institution.*

#### MANNERS, MORALS, AND RELIGION.

*No. 35.*—Would it not be advisable to have religious exercises for the primary pupils in the schoolrooms instead of in the chapel?

General daily chapel exercises were abandoned in the New York institution some two years ago, for the reason that it seemed impossible to provide for a religious service which would be of benefit to the 5-year-old kindergarten child and the mature pupil of the advanced grade. The present practice,



which seems to fulfill the requirement, is to require each teacher at the beginning of each session to conduct a religious exercise in which the pupils can join.

The results warrant the continuance of this practice in the New York institution.—*Enoch Henry Currier, New York Institution.*

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*No. 36.*—What influence have signs on the manners and morals of the deaf?

The sign language, like any other language, is a medium of expressing ideas. Its effect on manners and morals should be not different from that of any other language. For the great majority of the deaf it is the freest and clearest means of communication, and if everybody understood it it would be for the deaf the best means of communication. That there are some very coarse signs and uncouth sign makers is no more the fault of the sign language than are the low, disreputable talk and vulgar gestures of some hearing people the fault of spoken language. It is not language per se that affects manners and morals, but the use or abuse that is made of it. There should be the same care to avoid slang and rudeness and vulgarity in the one language as in the other. Intelligence should bring with it refinement, and as the sign language is the readiest means of awakening the mind of the average deaf mute, its proper use should tend to refinement in manners and morals.—*Job Williams, Hartford.*

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*No. 37.*—What would you do with habitually careless pupils who come to your room lacking what they need in their class work?

Kindly allow the consequences of his carelessness to come as heavily as you think judicious upon him. Arrange it so that he must see that his suffering is from his own fault; that while you sympathize with him you can not shield him; that you have no control over the matter. Should it become serious, let him understand that you are willing to help him if he requests you to.—*W. H. De Motte, Indiana.*

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*No. 38.*—What book would you recommend for religious instruction?

First, for a long time instruction must come from the heart. As soon as a book can be used to advantage I recommend "Great Truths," by George L. Weed.—*W. H. De Motte, Indiana.*

*No. 39.*—How should first, second, and third year pupils be taught by one teacher in Sunday school?

One teacher can not successfully teach first, second, and third year pupils all in one class. I would suggest that assistance should be called in. If this be impossible, then I suppose short lessons should be given to suit each grade.—*F. B. Yates, Arkansas.*

*No. 40.*—Which would you teach first, Old Testament or New Testament stories, and why?

Pardon me, but I can see very little reason for a choice between the stories of the Old Testament and those of the New Testament as to which should precede. If there is any special choice, it seems to me that those of the Old Testament should be taught first, since there are many references in the New Testament to incidents related in the Old Testament which would not be understood by pupils unless these Old Testament stories had first been taught. One striking illustration is that referred to with reference to Moses lifting up the serpent in the wilderness. I can see, too, some reasons why I should prefer with children to use the New Testament stories. First, since our children are more likely to be directly interested in matters pertaining to the life and labors of our Saviour.—*John E. Ray, North Carolina.*

*No. 41.*—Should lady teachers conduct chapel exercises?

Educational acquirements and spiritual experience should determine the fitness of a teacher for the discharge of this duty.—*Rosa R. Harris, Maryland.*

*No. 42.*—What religious instruction would you give a kindergarten class?

As religion is true living, and true living necessitates a right understanding of relationships and the laws which control man and the universe, all instruction is religious in its nature.

"Come let us live with our children," gather them about us on a Sabbath "morning circle," and every kindergartner knows how much the morning circle means to her family, and with a genuine sympathetic interest, which will meet with a ready response from the children, talk over the events of the week, sing the songs they love, tell the stories which inspire to noble

action, and help them to realize that life is real and earnest, and that to be good we must "be good for something."

We find that children, living as it were in a world of their own, have standards of right and wrong, and, though unconsciously, do to a certain extent shape their lives in accordance with fundamental laws.

The family life is always the center to a child, and here we find illustrations of most vital relationships, which, if emphasized and explained, will help the children to form ideals that will inspire them consciously to give and receive love in all their social intercourse.

The "good morning" spoken in love comes indeed like a benediction, fills each heart with joy and gladness, and brings a sweet sense of unity.

Children are so dependent upon father's and mother's love and care that a gracious acknowledgment from them of this love and the thoughtfulness of those who provide home, clothing, and food easily opens the way for a recognition of "the Father of all above, below," from whom cometh every good and perfect gift; the Father who not only gives us earthly parents, but floods the earth with sunshine, beautifies it with flowers, and gladdens our ears with the song of birds; whose life principle is everywhere expressed.

A recognition of universal life—life divine in its nature—requires no great effort on the part of children, and we can suggest at least the laws which govern its expression in the animal and vegetable kingdoms.

Let the children live near to nature's heart, enjoy the sunshine, care for the flowers, feed the birds and pet animals, and thus learn, through their own observations and experiences, that the same relationships exist everywhere, the same loving care is everywhere given by mothers to their young, and that a wise law governs and controls all plant life.

Naturally these observations and experiences will be related on the Sabbath morning circle, and then is our opportunity to give another touch to the ideal already taking form in the child's mind. What lessons do the flowers teach, blooming so freely and filling the air with sweet perfume? What about our faithfulness in the care of them? Does the loving care of the mother bird remind us of one who is ever ready to supply our needs?

From this outlook into nature we turn to what alone can satisfy the growing mind—an opportunity for self-expression.

Even in their play children learn the value of cooperation, see the law of cause and effect illustrated, and realize that the success of a game depends upon each individual.

Again, the family life affords illustrations of these laws in operation, and the desire for self-expression makes the children active workers in this miniature world. We hardly need to suggest the consideration for others which helps them to close the doors softly.

Gentle hands draw the shade and smooth mother's brow when the tired head aches. Willing feet run on errands and bring the thread or needle for mother's use. They can even be trusted to wash the silver and lay the table, and never is more willing service given than by these little helpers. Freely they have received, freely they give. Knowing is here learned by doing, and religious insight developed by the home life.

So on our weekly circle we will speak of these modes of expression, with suggestions to look about for opportunities to render the same loving service wherever they may be, and see that the same laws govern and control broader relationships.

As the lives of great men all remind us what we can do with our own, and paintings and statues inspire us by revealing the ideals and standards of the artists, let us become familiar with their lives and works, and through the inspiration thus gained reach up to the Christ ideal, learn that this Elder Brother, who came as a little child, was tempted in all points as we are, and yet without sin; that He was subject to and faithfully obeyed the same laws which govern and control us; that He rendered loving service to all, and by His life showed us how to include in one universal brotherhood the entire human family, "For He hath made of one blood all nations and peoples."

Can you see it—this ideal we have formed of an individual, "the Christ," who recognizes universal divine life—and consciously express it; who lives in obedience to and understands the laws which govern right relationships; and do you realize how such an ideal will help the children to "act—act in the living present, heart within, and God o'erhead?"

I should consider deaf children of kindergarten age, as far as this subject is concerned, until they are 12 years of age.—*Miss Charlotte L. Morgan, Oakland, Cal.*

## MISCELLANEOUS.

No. 43.—How often should teachers' meetings be held?

This depends upon the size of the school. Teachers' meetings are of real value when they are interesting and are not considered irksome by those who are to take part in them. In a small school with seven or eight teachers once in two months is perhaps often enough, while in a school with from twelve to twenty teachers the meetings should be held at least once a month.—*W. K. Argo, Colorado.*

No. 44.—What part should memory play in the study of history, geography, and literature?

Memory is the indispensable requisite to all progress in learning. It is the fixing solution by which the results of study are made a permanent image on the photographic plate of the mind. The question should be not what part, but how? The memory is just what you make it. It may be merely a verbal memory, a kind for which the teacher ought to have no use. It may be a memory based on logical associations. This is the kind which the teacher should try to cultivate. Psychologists tell us that a single idea, unassociated with any other, could not exist in the mind. In order to be of value and in order to have ideas subject to recollection they must be bound together in logical associations—the relations of cause and effect, of resemblance, and of contrast. Associations of contiguity in time and place are of great value, but they are not so strong as those first mentioned.

In the study of geography the memory should be based on the cultivation of the imagination and the relations of cause and effect in topography and climate. Further associations should be based on the resemblances and contrasts in the various portions of the earth's surface and associations with historical events.

History is of little value as a study unless the logical sequence of events finds a place in the mind. Grouping events according to periods of time and strengthening the associations between events and places are valuable aids to the memory. Points of resemblance and contrast in historic characters, their principles and motives and in events, form strong links in the chain.

Literature is essentially a study of human character, with its

environment of place and incident, with its emotions and its motives, and it gives us the best of opportunities for forming those associations of cause and effect, analogy and contrast, which are necessary to mind training. The test of progress in literature is not to memorize the whole, for that is often impossible or useless; nor is it to memorize certain portions of the work which may be repeated more or less accurately in answer to questions. But the real test is to give in a condensed form a connected account of the subject, including its essential parts; and the training necessary alike to understanding and to retention consists in forming those associations of cause and effect, or sequence.

The greater the number of these associations by which you attach the new subjects to things already in the mind the stronger and more useful will be the memory. Memory, as I understand it, is the result of performing real educative acts, and, if care is taken to keep the subject-matter within the limits of the child's understanding and not to overtax the mind, the memory, as a result of these educative processes, will require no further consideration.—*George H. Putnam, Kansas.*

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No. 45.—Should language be taken into consideration in marking examination papers in such studies as geography, history, and arithmetic; and if so, to what extent?

Yes; but it should always have consideration next to thought. I would even give a paper, marked by crudities in language but possessing evidences of thought, a higher grade than one that adhered to the language of the text-book. The latter is likely to be little more than the product of an act of memory. A test of what the pupil really knows is something much broader than a test of memory; indeed, memory per se sometimes plays a very subordinate part in making up the sum total. Of course, no scheme of education is complete that does not take cognizance of memory training. There is at present, perhaps, too much decrying of this faculty of the mind, too much disposition to thrust it aside as an agency in education, a disposition due admittedly to the abuse of memory. It is the part of the teacher to see that the exercise of this faculty be always accompanied by intelligence. Accordingly, in marking a paper, the employment of the language of the text-book may be passed over lightly where the circumstances go to show that the memo-

ricing is accompanied by intelligence. But a paper embodying the language of the pupil, if correct in phraseology and faithful in the statement of facts, is deserving of the highest mark. I would not be severe in marking errors in phraseology where the language is the pupil's, not as severe as where the pupil is trying to follow the language of the book and trips up. Due credit should always be given to an answer that shows that the pupil has an idea, and in no case should one be marked zero unless it is incorrect in fact or its wording is so erroneous as to make nonsense. Arithmetic requires more care as to statement than the other two studies mentioned. A mere grammatical error need not receive much attention, but where a statement in a problem vitiates the process, or where there is a different term in the answer from what is required by the question, the error should be severely marked. For instance, when a problem involves men, days, and dollars, a pupil may place dollars in the answer where he should have men. Such an error, whether due to carelessness or ignorance, can not be passed over lightly. It is, however, impossible to follow an invariable set of rules in marking examination papers and always do justice to the pupil. Much depends upon circumstances, and the examiner must be left to exercise his judgment.—*J. W. Blattner, Texas.*

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*No. 46.*—What proportion of time, if any, should be allowed for study in the schoolroom?

Lessons should be prepared during evening study hour and no time allowed for that purpose in the schoolroom.

Study, so called, in the case of young pupils means simply committing sentences to memory, and this should be discouraged.—*Miss Adelaide A. Hendershot.*

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*No. 47.*—What do you consider the most profitable kind of busy work for those pupils who finish their allotted tasks before the duller ones in grades between third and seventh?

Reading.—*Thomas S. McAloney, Alabama.*

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*No. 48.*—Do you favor night study for beginning pupils? If so, what work would you prepare for them?

No; I do not favor night study hour for beginning pupils. Every educator knows that a beginner can not study, and his presence in the study hall is not only an injury to himself, but



also to the more advanced pupils. Not being able to study, he naturally falls into habits of indolence and receives an erroneous idea of study hour, one which is difficult to dispel at a later period. It is almost impossible for the person on study duty to keep a class of beginners perfectly quiet, and as a consequence the attention of the more advanced pupils is distracted and they are unable to accomplish their work as they should. It is possible, however, to have the beginners in a separate room, under the care of some person who will carry on the same exercises as are carried on in the class room during day; but I do not consider this practicable.—*Thomas McAloney, Alabama.*

*No. 49.*—Upon what does a good memory chiefly depend?

A good memory depends chiefly upon, first, native endowment; second, use.—*G. O. Fay, Hartford.*

*No. 50.*—Is the excitement of forced enthusiasm injurious to the retentive faculties?

Enthusiasm, natural, excited, or forced, is favorable to memory, reasoning, and imagination. The more the better, up to the safety limit for explosion.—*G. O. Fay, Hartford.*

*No. 51.*—To what extent is it desirable to portion off in advance the work to be covered by a class in a given time?

The teacher should have in his own mind a definite goal which he wishes the class to attain. In the methods he employs and the number of pages or chapters he covers, he should be allowed great latitude, if a teacher of experience.—*Rosa R. Harris, Maryland.*

*No. 52.*—How many hours do you consider a day's work for a child in our schools as ordinarily conducted, including the literary and mechanical departments?

Children under 12 years of age ought not to be kept at school work more than 5 hours a day. The rest of the time, aside from that given to sleep and meals, should be spent in play, and as much of it as possible in the open air. For pupils 15 years of age or over, 5 hours of school, 1 hour of evening study, and 3 hours of mechanical work are not too much. Whether a child from 12 to 15 should have work or play outside of his 5 hours of school should depend upon his physical condition.—*Job Williams, Hartford.*

No. 53.—Under what conditions can a double session be profitably conducted?

As I can not answer this question from experience, my opinion is worth but little.

If circumstances compel a double session, I would divide the classes of my school into four sections, say A, B, C, and D.

Let the primary classes be designated as Section A, and have them remain in school all morning from 8 to 12.30, with 20 minutes recess.

Section B, in school from 8 to 10.30; in shops from 10.30 to 12.30, and back in school from 2 to 4.30.

Section C, in shops from 8 to 10.30; in school from 10.30 to 12.30 and from 2 to 4.30.

Section D, in school from 8 to 12.30, and in shops from 2 to 4.30.

This schedule for Sections B, C, and D should not continue throughout the session, but should alternate so as to allow one section in school all the morning every third week, and in the shops in the afternoon. This would relieve the teachers of the disadvantages of a divided session throughout the entire term, and the change would also benefit the pupils. The only advantage to a school by such an arrangement, would be that the instructors of the trades would have only one-third as many pupils to instruct in the morning session and two-thirds for the afternoon, whereas under the single-session plan the entire number taught each trade would be under the instructor of that trade at the same time.

But unless a very crowded condition of the shops demanded it, I should always prefer a single session.—*Augustus Rogers, Kentucky.*

No. 54.—What should be the length of a day's session in the schoolroom?

By reference to the statistical tables in the "American Annals" for 1876, I find that in that year the longest session was  $7\frac{1}{2}$  hours, at the Illinois school. The next longest session was 6 hours, and was the session adopted in 8 institutions. The shortest day's session was  $4\frac{1}{2}$  hours, and the one used in 3 institutions. Five and one-half hours constituted a day's session in 6 institutions, while 5 hours represented a school day in 20 other institutions.

From the same source, but 20 years later, I find that the Texas school has the longest school day, having a session of  $8\frac{1}{2}$  hours,

the Wisconsin school coming second with  $7\frac{1}{2}$  hours to the day. The shortest session consists of  $4\frac{3}{4}$  hours, and is the school day of 5 schools. Twenty-three schools are put down as having a 5-hour school day. I have briefly shown what was the day's session 20 years ago and what is a day's session to-day. Twenty years ago 5 hours seems to have been generally recognized as constituting a school day, more or less than this having been the exception. During the intervening 20 years there does not seem to have been any marked change in the length of school days, 5 hours being now, as then, the rule, more or less the exception. I think that we can fairly conclude that on the whole 5 hours is a proper day's session.

To shorten this period, with the size of classes as at present constituted in most of our schools, would certainly not be a desirable thing to do; and to lengthen the period would, in my opinion, be equally undesirable, for it must be borne in mind that the actual time spent in the class room by both teacher and pupil does not represent the time devoted to school work. Pupils (excepting the youngest) are at study from one to two hours in the evening, and this time should be taken into consideration in determining the length of a day's session.

The class room does not represent the sum total of the teacher's duties or work. Chapel lectures, supervision during study hours, teachers' meetings, holiday entertainments, etc., all make demands on the teacher's time. From one to three hours daily should be devoted by every teacher to a careful review of the day's work and to arranging the work for the coming day. When this is honestly and conscientiously done, and the extra duties previously enumerated attended to, a 5-hour session is all that ought to be required of either teacher or pupil.—*D. F. Bangs, North Dakota.*

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*No. 55.*—What is the most desirable single quality that a teacher may possess?

Apt to teach.—*John E. Ray, North Carolina.*

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*No. 56.*—Should not primary teachers have ability and experience equal to that possessed by teachers of more advanced classes and hence receive equal compensation?

Ability, natural or acquired, is the first requisite in a teacher, and to this must be added experience. This is needed in the primary classes no less than in the more advanced. A primary class should never be put under an inexperienced teacher. The

question is not how much a teacher knows, but whether she can meet the children on their own plane, draw them out, and lead them up higher. This can be tested only by experience. It is wiser to let the new teacher prove her ability in a class of two or three years' standing which has been well trained.

Good teachers when found should be encouraged by liberal compensation. Primary teachers should be required to pass the same examination as candidates for the intermediate and grammar grades and should receive equal compensation if they do satisfactory work.

The real test is the work of the school room. Having the necessary acquirements to fill a place in either of these grades, the teacher should be assigned to the one for which she shows the most aptitude.—*C. W. Ely, Maryland.*

*No. 57.*—Do not the terms "immature" and "in a state of retarded development" correctly describe the mental condition of the deaf, excepting those who are following professional pursuits?

No; they perhaps correctly describe the mental condition of uneducated deaf children or those who are only partially educated.—*F. D. Clarke, Michigan.*

*No. 58.*—Is it true that some teachers would rather fail with their own methods than to succeed with the methods of another?

It may be possible that here and there among the large number of teachers of the deaf there may be one or two who are so narrow-minded. My own experience with teachers is that they are very willing to study carefully any other method, and if it offers a promise of better results to try it.—*F. D. Clarke, Michigan.*

*No. 59.*—Is experience all that is necessary for a teacher to have? Is experience the most important thing for a teacher to have?

I should say that the most important thing for a teacher to have is a good mind, and next to this, possibly even ranking before it, a willing spirit. Without these two all the experience in the world amounts to nothing whatever. Some teachers get more experience in a year than others do in five. Still, with a proper spirit and proper mental ability, the more experienced a teacher is as a rule the better that teacher is.—*F. D. Clarke, Michigan.*

*No. 60.*—Are deaf teachers to be preferred to hearing teachers with any classes?

It is utterly impossible to put teachers in classes and say one class of teachers is good for a certain work and another for a different one. I have some hearing teachers who, I think, do as well with young pupils as any deaf teachers. I have some deaf teachers who, I think, might possibly do better work. As a rule, however, I find that the deaf teacher is apt to take more interest in her children and give them more of her time out of school, and consequently they do better. I do not, however, think that hearing or not hearing has much to do with a teacher's efficiency, and in this school it has nothing whatever to do with the question of fixing salaries.—*E. D. Clarke, Michigan.*

*No. 61.*—If it is true that children learn best through actual imitation and practice, should we not teach them more of that with which they are in sympathetic touch?

Whether this be true or not it is certainly true that we should teach children more of that with which they are in sympathetic touch than we do. The "born teacher" has an almost instinctive knowledge of the lines of sympathetic interest affecting the children. She utilizes them to the utmost. But there are great differences in "born teachers." The best of "born teachers" do not simply utilize the interest of children, but they know how to create interest. The creation of interest is an art, but its methods are natural. The whims and caprices of children throw light upon their intellectual condition and upon their mental necessities. Interest in a wrong direction or to an undue extent is not crushed out by the wise teacher, but through skillful suggestion a wholesomer interest is aroused. The most arid subject and most repulsive tasks when presented at a proper time and in a proper way may become delightful.—*J. C. Gordon, Illinois.*

*No. 62.*—At what age should deaf children be received into our institutions?

If the child is surrounded by proper influences at home it may advantageously remain there till it is 8 years old. This is especially true of those schools where there is no convenience for the separation of the younger children from the older. In schools where the term of years is limited by law to, say, 10

years, the pupil will get much more between the years 8 and 18 than between 6 and 16.

If, however, the school is provided with a separate primary department, where the little ones can be properly shielded from the roughness of the older pupils; if the parents are wicked or too indulgent; if the child is well developed for its age, and if, as is the case in Colorado, there is no term prescribed by law except that of the public schools (6 to 21), it might be an advantage to have the child begin early, especially if care is taken to prevent it from falling into lazy habits.—*D. C. Dudley, Colorado.*

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*No. 63.*—Should the study of physics be in the curriculum of our schools?

I know of no elementary text-book in physics, the mastery of which should be required inside of the regular or ordinary course of schools for the deaf, but in every school having advanced classes it is very desirable to teach in as practical a manner as possible some of the elementary principles, illustrating them mainly by carefully selected experiments to be made by the pupils themselves. In other words, the laboratory method should be applied strictly, under the guidance of an instructor competent to lead his pupils to note the principle involved in the experiment.

While the experimental method is a vast improvement upon mere text-book teaching, and experiments made by the pupils themselves are infinitely more valuable than experiments made for them by the teacher, no teacher should be deceived into the complacent belief that because a pupil has performed an experiment he has gotten hold of the principle involved in it, or of the ideas that are uppermost in the mind of the instructor.

For a practical course, a selection of from 25 to 40 per cent of the experiments laid down in the course of instruction recommended for applicants for admission to Harvard would be as much as bright pupils could be expected to accomplish in the last year in a school for the deaf. Bright pupils take a deep interest in this kind of laboratory work, and their notes upon the work done by themselves can be made the most profitable kind of practice in the use of the English language.

With the above explanation I answer the question most emphatically in the affirmative.—*J. C. Gordon, Illinois.*

*No. 64.*—Please state your opinion of the comment given on the "ratio" and Grube methods in the *Child's Study Monthly* of February, 1898, page 501.

The comment referred to is by Dr. E. E. White. It is in spirit and tone a severe arraignment of modern methods of arithmetic teaching. Dr. White condemns the early forcing of abstract relations and logical processes upon young children as "a wide and serious error in primary instruction." He says:

The forcing of young children to do prematurely what they ought not to do until they are older results in arrested development, and whether this is due to exhausted power or burnt-out interest, the result is always fatal to future progress. The colt that is overspeeded and overtrained when 2 years old breaks no record at 6. The same is true in the training of young children. There is such a thing as too much training in primary grades; an overdevelopment of the reason. A little child may be developed into a dullard. More natural growth and less forced development would be a blessing to thousands of young children. It is not what the child can do at 6 or 7 years of age that settles questions of primary training, but what he ought to do, i. e., what is best for him to do at this stage of school progress.

Now, all this is very true and it could scarcely be more forcefully put, but it is my opinion that Dr. White exaggerates dangers and misreads the tendencies of the times. There are always corrective forces at work, and no "wide and serious error in instruction" can long survive their operation. For my own part, I like new methods. They shake us out of our ruts and set us to thinking upon new lines. Every new method brings to our attention some new principle, and, though the method may be short-lived, the principle will persist and serve to modify methods for all time. The "ratio" method is such a method. It presents us a new principle, and a principle that has been, I may say, quite generally overlooked by teachers of the deaf. A study of this method will, I am sure, profit us all, even if we may not practice it upon the lines and to the limits that its enthusiastic advocates lay down. I fully concur with Dr. White's criticism of the Grube method, though I confess to having received much help and inspiration from the method in my earlier years of teaching. After reference to the meager results of the mental arithmetic drills of forty years ago, Dr. White disposes of the Grube method in these words:

The Grube method, though not so great a pedagogical sinner as the mental-arithmetic method, has had a similar history. What superintendent or teacher has found in the fifth or sixth school year arithmetical skill or power that could be traced back to the Grube grind in the first and second school years? Who now regrets to see the method retiring from the primary schools which it has so long possessed?



I may answer the last question; certainly no teacher of deaf children regrets its retirement, though many of us have profited by its suggestiveness.—*F. W. Booth, Pennsylvania.*

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No. 65.—Would you advise marking pupils on daily recitations or weekly reviews?

If pupils are to be marked at all, mark on the daily recitations, because that plan is more nearly just than any other. It is well to mark also the weekly reviews, as this secures a record of the pupil's ability to generalize. For reports and promotions an average of the two is desirable.—*Miss Anna Morse, Jacksonville, Ill.*

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No. 66.—How may the child mind be disciplined to select single objects of thought?

By presenting the single object very distinctly and also attractively, and by attempting to hold the attention to it for a short time only.—*Miss Anna Morse, Jacksonville, Ill.*

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No. 67.—Do you favor early marriages for the deaf?

My wife was 20 years of age and I was 23 when we were married, on the 15th of July, 1845. From my personal experience I must give my testimony in favor of early marriages. My observations of the conditions of many other couples who have married early in life have led me to believe that they have generally been specially happy. I see no reason why deaf-mutes, under ordinarily favorable circumstances, should not enter into the relations of holy matrimony early in life.

I have joined in marriage upward of 200 couples of deaf-mutes. Most of them have been young people. The great majority have made happy homes for themselves and their children. While deafness is hereditary in some families, the great majority of the children of the deaf can hear and speak.

In thus favoring early marriages among the deaf on general principles, I must advise them to be reasonable and to exercise good judgment as to the characters of those whom they propose to take for better or for worse to the end of their earthly lives, and of their ability to maintain their homes.

I say, then, godspeed to the deaf who have formed good characters and thrifty habits if they desire to enter early the married life. I wish they could all take this serious step as followers of our Lord and Savior Jesus Christ.—*Rev. Thomas Gallaudet, New York.*

No. 68.—What test do you apply to discover if your pupils understand all you teach them?

Tests are critical, objective, and argumentative. To be judiciously applied, in any case, they must be varied to suit the individual, the occasion, and the object sought. If seeking to secure a comprehension of principles, I appeal to the understanding and apply the test of common sense—that is to say, generalization. If seeking to secure an apprehension of facts, I appeal to the memory and apply the test of repetition—frequent, varied, and unexpected.—*Isaac B. Gardiner, Arkansas.*

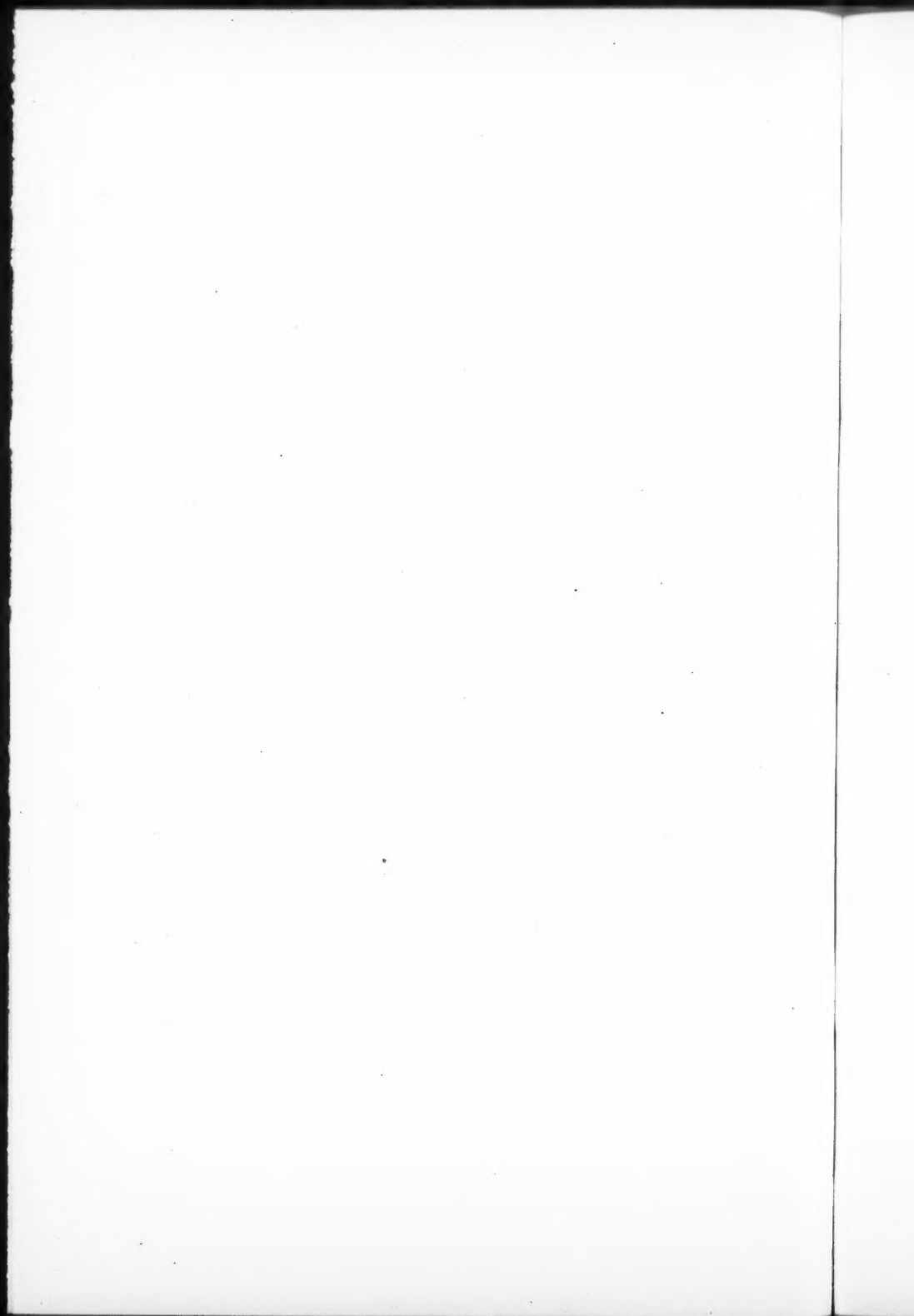
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## NECROLOGICAL NOTICES.

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## NECROLOGICAL NOTICES.

### GARDINER GREENE HUBBARD.

Gardiner Greene Hubbard deserves to be remembered among the eminent benefactors of the deaf in America.

His interest in the deaf having been excited by the loss of hearing of a daughter in early childhood, Mr. Hubbard began in 1862 to acquaint himself with the different methods in which the deaf were then educated. At that time his daughter, now widely known as Mrs. Alexander Graham Bell, was four years old, and had gained such command of spoken language as is usual with children of that age.

Her father felt that the preservation of her speech would be a great boon, and was soon convinced that this could be secured to her.

But Mr. Hubbard's interest in the education of the deaf was not limited to his own child. Satisfied by her success in speech that those stricken as she was could gain similar advantages, he took measures, with the cooperation of others, to induce legislative action in Massachusetts favorable to the establishment of a school for the deaf in that State.

It was largely through his instrumentality that the private school of Miss Harriet B. Rogers, started in Chelmsford in 1865, was merged, in 1867, in the Clarke Institution at Northampton, and that the latter, liberally endowed by private benefactions, was chartered and recognized as a State school.

Mr. Hubbard became the first president of the board of directors of the Clarke Institution, and held that office for ten years.

No man in America has stood more earnestly for the cause of teaching the deaf to speak than Mr. Hubbard, and his influence has had much to do with the present general acceptance of this feature by the older schools of the country, in which for many years it had no place.

More sanguine than the majority of the teachers of the deaf as to the proportion of deaf children that may be successfully educated under the oral method, Mr. Hubbard never laid himself open to the charge of unreasonable partisanship, but held

the respect of all as a sincere promoter of what he believed to be the methods most helpful to the deaf as a class.

Attending many gatherings of instructors of the deaf, Mr. Hubbard won the warm regard of every member of our profession who had the pleasure of meeting him or hearing him speak, and those who were brought into more intimate relations with him, through service on committees of which he was a member, came to feel for him a degree of veneration and affection that makes his death a personal grief to them.

Mr. Hubbard died at Washington December 11, 1897, in the seventy-sixth year of his age. His pastor, Rev. Tennis S. Hamlin, D. D., expressed the feelings of his many friends when he said at his funeral, "Our capital city has lost its first citizen in civil life."—*Edward M. Gallaudet.*

#### MARY ROSE TOTTEN.

Eminent age is in itself venerable, but when it is united with eminent goodness and eminent services in a good cause it constrains our highest tribute of admiration and reverence. An aged and excellent Christian, who for many generations has faithfully performed her duties, has befriended her race, and in her time did much to rouse public interest in the cause of the education of the deaf, deserves our gratitude; and when death removes her to join that cloud of heavenly witnesses and examples which surround us we feel that her removal is appropriate and that her example should be studied.

Among the first four pupils of the New York Institution for the Instruction of the Deaf and Dumb, when it opened in 1818, was Mary E. Rose. She was born in New York City in 1808, being deaf from birth, and had the advantage, rather rare at that time, of receiving early instruction, entering the institution as a pay pupil at the age of 9. She came of a prominent New York family, which, having met with financial reverses, subsequently removed to Albany. She then became a State pupil from the third senate district.

In 1822 she was selected as an assistant teacher, bearing the distinction of being one of the two first deaf teachers employed at the New York Institution, the other being John H. Gazlay, who was appointed at the same time. Of her selection the records of the institution state:

She is a very promising young woman, and the directors find her highly useful in the institution as an assistant teacher, while at the same time she is acquiring information as a pupil.

At this time Miss Rose was quite young, but already gave promise of the great personal beauty for which she was subsequently noted, and traces of which remained with her even in extreme old age. She was, moreover, very intelligent, and though a deaf-mute from birth she could express her thoughts in well-chosen language.

In the dual position of teacher-pupil she remained until 1826, when she resigned to become the wife of Mr. Clinton Mitchell, a hearing gentleman, the nephew of Dr. Mitchell, at that time president of the board of directors of the institution. Upon the death of Mr. Mitchell she was appointed assistant matron at the institution.

In July, 1844, she became the wife of Mr. Nathan M. Totten, a graduate and for some years a teacher of the New York Institution, and with her husband went to the North Carolina Institution, where Mr. Totten had an engagement as teacher. Subsequently, in August, 1847, Mr. Totten transferred his services to the Illinois Institution, with which he continued until his death. In each of these institutions Mrs. Totten, during her husband's connection with it, performed, with intelligence, energy, and womanly tact, the duties of matron. By this latter marriage Mrs. Totten had several children, two of whom still survive, in Illinois, and have families.

In 1853 she returned to the New York institution as a temporary teacher, a position she held till the close of July, 1854. The next year she was reappointed assistant matron, and continued in that position until September, 1871, when she retired with the love and respect of all, after nearly twenty years' service at the institution in a position where she exhibited intelligence, kindness, and administrative ability. In his report for 1871 Dr. Peet thus feelingly comments on her remarkable career:

I have to record the retirement, on the 1st of September, of Mrs. Mary E. Totten, the principal assistant matron, who was specially in charge of the girls.

One of the first four pupils with whom the institution was opened in May, 1818, she was conspicuous in its early history, and her bright childhood is still remembered with interest by some of the few persons in New York who can recall the events of fifty years ago. From being one of the pupils whose performances were the most effective in winning public interest and favor to the cause of the deaf-mute instruction, she became a teacher; but the beautiful and intelligent Miss Rose could not, more than her hearing sisters in like circumstances, be left to the quiet of an unpretending, useful vocation. She was soon wooed and won (one of the earliest instances in our city of the marriage of a deaf mute) by a hearing



gentleman, for some years a teacher of deaf mutes, and a nephew of the distinguished scholar and philanthropist, Samuel Mitchell, D. D., then president of the board of direction.

As Mrs. Mitchell she became, after the death of her husband, assistant matron of the institution, in which capacity she was for years signally useful.

Forming a second union with one of the teachers, a deaf gentleman, she changed her name again, and, as Mrs. Totten, was successively assistant matron in the North Carolina, and matron in the Illinois institution, while her husband was teacher in the same institutions.

Left a second time a widow, more than twenty years, she returned to visit her family connections in the East, and was soon after persuaded to resume her connection with this institution, at first as a teacher and afterwards as assistant matron, in which she gave us sixteen consecutive years of faithful and very efficient service.

Upon her final retirement from the institution she resided several years in its immediate neighborhood, having, through the efforts of Dr. Peet, secured a competence sufficient to exempt her from care and permit her declining years to be happy and contented. As she grew in years her friends arranged for her comfort at the Gallaudet Home, where she passed her closing days in peaceful serenity.

Her last public appearance at the institution was on the occasion of the celebration of the seventy-fifth anniversary. She was then 84 years old, but seemed much younger. Her end, a peaceful one, came on Wednesday, April 21, 1897; surrounded by kind, loving faces, her spirit took its flight to its final home. Truly, hers was a remarkable career; a long, beautiful and useful life, and a history that is a credit to the New York institution, of which she was the last survival of its original pupils.—*Thomas F. Fox.*

#### OLIVER DUDLEY COOKE.

Mr. Oliver Dudley Cooke was born in 1822. He was a graduate of Trinity College, Hartford, and from 1845 to 1853 he occupied a position as teacher in the Hartford School for the Deaf.

After resigning that position he taught in West Virginia, and also in our own institution. In this latter he became the head teacher, charged with the instruction of the high class.

He took an active part in the war between the North and South, holding the rank of major in the Confederate army. He left the profession and became a lawyer of note. His compilation of the statutes of West Virginia gave him wide reputa-

tion, and he was appointed deputy attorney-general of West Virginia, which office he held from 1878 until his death.

He was a fine, handsome man—somewhat headstrong, perhaps, but generous to a fault. He is said by his contemporaries to have been a most excellent teacher, and one who possessed the universal love and respect of his pupils.

In teaching the deaf he believed in the use of spelling exclusively, and may be considered the father of manual spelling. He prepared a course of instruction based upon this idea, and this fact should be generally known, in order that proper honor should be paid to his memory for this contribution to the cause of deaf-mute education. He died of pneumonia on the 23d of March, 1895, in the seventy-third year of his age.—*From the Deaf Mutes' Journal.*

#### MRS. ELIZABETH V. CLERC-BEERS.

The writer, in preparing this memorial of his lifelong and beloved friend, desires to acknowledge the kindness of Dr. Job Williams, principal of the American School for the Deaf, at Hartford, Conn., in obtaining for him the necessary information as to dates, facts, etc. Mrs. Beers was born in Hartford on the 25th of March, 1820, was married to Mr. George Beers May 13, 1845, and died May 2, 1897. She was a teacher from 1859 to 1894 in the Hartford school, in which her distinguished father, Mr. Laurent Clerc, was so prominent.

Mrs. Beers leaves two children, Prof. Henry A. Beers, of Yale College, and Mrs. Heaton, of Hartford. Her brother, the Rev. Francis J. Clerc, D. D., is the only surviving member of the family of Mr. and Mrs. Laurent Clerc.

Mrs. Beers was a woman of remarkable intelligence, culture, and vivacity, and much beloved by a large circle of admiring friends. Her devotion to her aged parents during the latter days of their earthly pilgrimage was a striking feature of her Christian character. Her death was peaceful, and we take comfort in the belief that she is at rest in paradise.—*Thomas Gallaudet.*

#### THOMAS BURNSIDE.

Mr. Thomas Burnside, for thirty-five years a teacher in the Pennsylvania Institution for the Deaf and Dumb, died September 12, 1895, of paralysis at his residence in Philadelphia. Mr. Burnside was a man of most kindly disposition and of high

and noble impulses. He was honest, sincere, and steadfast in all his beliefs. He was a generous, sociable neighbor and a good and worthy citizen. As a teacher he was systematic and painstaking. He was a good disciplinarian. He insisted on the rigid observance of rules and regulations, and always maintained a high degree of order and decorum in his class room. He was a believer in the older methods of teaching. He found it difficult to grasp the spirit and intent of modern methods. He was a clear and forceful sign maker, and took pleasure in conveying his ideas through the language of signs. As a worker he was indefatigable, both in and out of school. Idleness he despised and detested. He devoted his life, his talents, his strength to the work of teaching the deaf, and in his death they lost a patient, sincere, devoted friend and the community an honorable and upright citizen.—*A. L. E. Crouter.*

#### WILLIAM GURNEY JENKINS.

William Gurney Jenkins, a teacher in the American School for the Deaf at Hartford, Conn., died of pneumonia March 3, 1896, in the forty-eighth year of his age. He was born August 20, 1848, at Dowlai, a suburb of Merthyr Tydvil, in Wales. His childhood and youth were spent at Witton Park, near Bishop Auckland, in the county of Durham, England. In his twenty-first year, the family removing to Cleveland, Ohio, he entered Western Reserve College and graduated with salutatory honors in 1874. Two years of subsequent theological studies at Lane Seminary, Ohio, were interrupted by the outbreak of serious bronchial difficulties of a chronic character. Forced to abandon a profession requiring public speaking, he accepted the alternative position of Christian usefulness as teacher in the institution for the deaf at Little Rock, Ark., and seven months later, upon the death of the superintendent, was himself appointed to that office. After two years of service he accepted a teacher's position in the Philadelphia institution, holding the same until his removal to the American Asylum at Hartford in 1885, where the remainder of his life was spent. He had married in 1876, and at his death there were left to mourn his taking away in the high noon of his strength a wife and four sons, the last posthumous, and named, for his father, William Gurney. A daughter had died the previous year.

Mr. Jenkins, as a man, was eminently cheerful, social, attractive, and exemplary. He was always ready to lend a hand

up to his strength and beyond it, whether the call was to assist in a game or to fill a vacant pulpit. Professionally, as a teacher, his quick intelligence, earnest interest, and glowing sympathy habitually evoked in a high degree the attention, interest, and affection of his pupils. In his class exercises he poured a flood of speech, spelling, signs, and writing, all selected and blended with inimitable dexterity and eclecticism. He was a frequent and acceptable contributor to the literature of deaf-mute society and education, from the familiar newspaper to the scholarly quarterly.

He composed two valuable text-books—*Talks and Stories, and Words and Phrases*. His reputation and standing grew steadily and rapidly to the end of his career. He was respected and trusted by his professional associates. He had come to be recognized by the educated deaf of the country as a ready and resolute champion of their peculiar interests. In the permanent records of the country's literature, as well as in its grateful memory, his name and fame are distinctly and indelibly written.—*Gilbert O. Fay*.

#### PAUL BINNER.

Paul Binner, of Milwaukee, who died at Rogers Park, Ill., Tuesday, January 7, 1897, was for many years a prominent teacher of the deaf. As the efficient and respected principal of the Milwaukee Day School for the Deaf he outlined and carried on a course of oral instruction for the deaf with much success.

Amplly prepared by his already extensive experience with stammering and imperfections of speech, his success with the deaf was at once assured.

With his assuming control, the school has steadily grown in size and efficiency till it is regarded as preeminently among the best day schools for the deaf in the country.

Besides Mr. Binner's work with the deaf he has also published several books suitable for the schoolroom. He also published a chart of vocal exercises, which has greatly facilitated the work of teachers in the education of the deaf.

Mr. Binner spent some time in Europe making a thorough study of the methods of instruction of the deaf in the Old World, and upon his return to the United States carried out several of the ideas which he thought helpful to the deaf, and which at that time were not in vogue here.

His active connection with school work ended in the spring of 1895, and long before that his physical condition and health were sadly impaired.

Deeply interested in the advancement of speech to the deaf, all who have come in contact with him have felt the influence of the honest sincerity and unfaltering confidence with which he carried on the arduous work in which he was engaged.

Mr. Binner took a prominent part in Wisconsin's war record, serving in the Thirty-fifth Wisconsin, having enlisted as a private and being mustered out as a lieutenant. He was an influential member of the Grand Army of the Republic, and for many years prior to his identification with the education of the deaf was a teacher of German in the city schools of Milwaukee.

He slumbers in the bosom of the land he loved, and we all join with those who knew him best in saying that his death is a loss to the profession and to the State.—*Henry B. Plunkett.*

#### DR. J. L. CARTER.

Dr. J. L. Carter was born in Kemper County, Miss., September 3, 1834. He graduated from the famed University of Virginia and the Jefferson Medical College, of Philadelphia, Pa. He enlisted in the Confederate army and served through the civil war, and also was specially engaged in the service as a surgeon. At the close of the war he located in Jackson, Miss., where he became the first superintendent of the insane asylum for a time, and afterwards he was appointed superintendent of the school for the deaf and held his office from 1871 to 1876. He also held several positions of importance and honor in the city of Jackson and then was a city health officer during the big spread of the yellow fever and cholera. In 1876 he resigned his office and moved to Austin, Tex., to live permanently. He was principal of the educational department of the Texas school for the deaf for one year and then went to Dallas to locate and then served in the city as a health officer for eight years. He resided there till he died in 1897. He was married to Miss L. Lewis, of New Orleans, La., whom he left to mourn for him. He was a man of integrity in all his business. He was a good, respected, and progressive citizen of the community in which he resided.—*Lars M. Larson.*

#### LAWRENCE W. SAUNDERS.

On the evening of Christmas day, 1896, as the pupils of the Mississippi school for the deaf were in eager expectancy for their Christmas-tree festivities, at which one of their loved

teachers, Mr. L. W. Saunders, was to appear as Santa Claus, word came that Mr. Saunders had been accidentally shot.

Superintendent J. R. Dobyns, describing the startling tragedy in the Deaf-Mute Voice, says:

In less time than it takes to write this sentence I was at his side. In the darkness of the night I made the letter D on his chin. Embracing me in his arms and pressing me to his wounded bosom was his sign of recognition, and I felt I could hear him say, "I know who you are." Pillowing his head in one hand and stroking his face with the other I placed my finger over his lips; he understood the sign and ceased to struggle, holding to my hand. I waited a few seconds; help came and we placed him on the bed in the lighted room.

While the inner man was strong, "the flesh was weak," and I could see death written in the face. I could not help asking him, "Do you put your trust in Jesus Christ still?" Though his hands were gloved he spelled as distinctly as I ever saw the words "Yes, I do."

By this time the loved ones were around him. In the full possession of his bright mind and with the happy face that never forsook him, he said to them, "I trust in Jesus Christ and it is all right." He bade each one good-by, and in less than twenty minutes from the time he was strong and well that beautiful spirit went up to God who gave it.

At the funeral Mr. Dobyns spoke as follows:

In this sudden and strange providence the deaf of Mississippi feel as if they had lost something and do not know just what it is. I feel as if my right arm was broken. The institution authorities know the place of Lawrence Saunders can never be filled; some person can be chosen for the position.

Mr. Saunders lived a life of which any man ought to be proud. He entered school when 14 years old, unable to read or write. In exactly three years from that month he was appointed a teacher.

During the past few weeks biographical sketches of the prominent deaf teachers of the United States and Canada have been published. Many have become distinguished, but I have challenged North America with the record made by Mr. Saunders, and in my estimation it stands without a parallel.

Nobody can estimate the happy effects of that man's life. Cheerful, honest, faithful, and true, he has been a constant benediction to the deaf and a blessing to all his friends. Hundreds of deaf people all over the State have grown from boyhood and girlhood to young manhood and womanhood under the gentle and loving instructions of our friend, and are reflecting his shining example in many happy homes to-day. Just as the waves, when a stone is dropped on the face of the sleeping waters, extend and extend and extend till they break upon the shore, so the Christian influence of Mr. Saunders's life has grown and grown and grown till we can see the swelling billows away out on the ocean of eternity.

The record fails to show that any other man, living or dead, has served Mississippi as long as Mr. Saunders. Thirty-nine long years of the very best of his life have been spent for her, and she now mourns his death.

Being a native of Mississippi, educated in her institution, having devoted his life to her moral and Christian interest, and having won for



her and himself so much honor, do you not think, if she builds a million dollar capitol, that the name of L. W. Saunders ought to be cut in the corner stone of that beautiful temple with the names of such men as Davis, Lamar, and Prentiss? I do.

Whether this wish shall ever be gratified or not, I do not know and he does not care. But one thing I do know and in which he rejoices, is, the name of Lawrence Washington Saunders has been written in eternal letters in the Lamb's book of life, and he is now and will be when the grandest monument that shall ever have been built on this earth has crumbled into dust, enjoying the full fruition of a hope I saw him express two weeks ago at the close of one of his beautiful Sunday morning prayers, when, lifting his eyes heavenward, he said, not in the silvery voice of the tongue which God hears, but in the very poetry of signs which God understands, "I shall be satisfied when I awake with Thy likeness."

#### MISS ELIZABETH B. KNIGHT.

Miss Elizabeth B. Knight died at her home in Germantown, Philadelphia, September 24, 1896. Miss Knight had been a teacher in the Pennsylvania Institution for two years previous to her death, and in that time had demonstrated the possession of qualities of mind and heart that gave promise of bringing to her eventually the highest success in her chosen work. Appropriate resolutions by her associates in the school were passed and published.—*F. W. Booth.*

#### MISS KATHLEEN GAYLOR.

Miss Kathleen Gaylor, of Lewistown, Pa., died at the Methodist Hospital in Philadelphia January 20, 1897. Three years' experience in teaching had been sufficient to bring Miss Gaylor to the front rank among teachers of the deaf, and hence her loss was the more keenly felt by the school in which she labored. Miss Gaylor began and ended her work in the Mount Airy School.—*F. W. Booth.*

#### MISS AMY STONE.

Miss Amy Stone died at the Howard Hospital in Philadelphia November 1, 1897. Miss Stone taught three years in the advanced department in the Philadelphia Institution, and in that time fully proved her value as a teacher. She was of a peculiarly winning disposition, and was highly esteemed by officers, teachers, and pupils alike. Miss Stone's work with the deaf was limited to her connection with the Pennsylvania school.—*F. W. Booth.*



## MRS. MARY H. FISKE.

Mrs. Mary Hunter Fiske was born in Ripon, Wis., June 14, 1852, and died in Delavan, Wis., December 21, 1895.

After completing her studies in the schools of her native place, she entered Ripon College. Later she took a course in the Normal School at Oshkosh, Wis., where she thoroughly prepared herself for the teacher's profession.

After teaching for some time in the public schools of Ripon, she was offered a place in the School for the Deaf at Delavan by William H. De Motte, LL. D., then superintendent, in the winter of 1878. In the first month of the new year she began her new duties, and continued to discharge them with intelligence and fidelity until November, 1892, when failing health compelled her to resign her position and seek the recuperating effects of a milder climate. With her husband, Mr. Edgar D. Fiske, then assistant steward of the school, to whom she had been united in marriage August 5, 1885, she went to New Mexico.

The two remaining years of her existence were simply a struggle against that dread disease, consumption.

Mrs. Fiske was of a quiet, undemonstrative character, and a faithful member of the First Baptist Church of Delavan, where for several years she conducted a Sabbath school class of deaf people.

Of the funeral services, which took place near the school, one of the local papers made the following notice:

Sixteen of the deaf of the community were present, a larger number than was ever known here before at any one funeral on a similar occasion. All testified to her worth as an instructor in the school and as a Sabbath school teacher at the Baptist Church. In addition to the above, all the teachers and officers of the school turned out to pay their last sad tribute of respect to the memory of one whom they had ever held in high esteem, both as a colaborer and friend.

The following resolution was adopted by the Teachers' Association of the school:

Whereas it has pleased our Heavenly Father to remove by death Mrs. Mary Hunter Fiske, who was for fourteen years a teacher in the Wisconsin School for the Deaf; and

Whereas her gentle Christian character and exceptional ability as a teacher were ever used to promote the cause of education and the best interest of the school:

*Resolved*, That in her death the profession has lost a useful, faithful, and conscientious member, the school a valued instructor, and the deaf a friend, and we the teachers and officers of the school desire to express our highest esteem for her and appreciation of her work.

—Warren Robinson.

## LOUIS H. HILDEBRAND.

An unfortunate circumstance that marred the auspicious opening of the fifteenth meeting of the convention was the sad news of the death from heart disease of Louis H. Hildebrand, a delegate from Indiana, which occurred as he was riding his bicycle to Columbus from Indianapolis.

The occurrence at that particular time was the more distressing for the reason that Mr. Hildebrand was much interested in the meeting of his associates that was drawing near, and had made careful preparation to attend. There were many expressions of sorrow by the delegates upon learning of his untimely end. They remembered well the genial young man whose acquaintance they had formed at the Flint convention, and had been impressed by his frank, manly demeanor. Mr. Hildebrand was especially interested in the industrial section of the convention, in whose deliberations he had hoped to take active part.

The sudden and unexpected occurrence caused a feeling of poignant regret among the Indianapolis friends of the deceased. When the late night train reached the city with the remains en route to Huntingburg, Ind., the place of interment, many of his friends were at the station as a slight expression of their regard. The casket was opened and the sorrowing friends given a last look at all that was mortal of one who but the morning before, full of hope and expectation, had bid them a cordial good-bye, little realizing that it was a parting unto eternity.

Mr. Hildebrand was 36 years of age at his death, and unmarried. At 9 he lost his hearing. He received a part of his education at the institution in Indianapolis. Never of a really robust constitution, he had little of that invigorating experience which is the lot of the sturdy, healthy boy, taking no part in field sports that are the delight and the inspiration of boyhood. His death was a result of the unusual exertion of a long wheeling trip, and it did not surprise his most intimate friends, who were aware of his physical condition. Indeed, they would have dissuaded him from the undertaking, but his cycling enthusiasm and confidence in the improved state of his health were greater than his discretion.

Mr. Hildebrand was prominent in deaf-mute society in Indiana, and popular with all who knew him. He read, wrote,

and spoke both English and German. He had conducted a shoe shop in his native town, Huntingburg, until appointed instructor in shoemaking in the Indiana institution in 1891, in which capacity he served until his death. In his work, with which he combined business tact, he was skilled and artistic. He was also proprietor of a bicycle-repairing shop in Indianapolis, and by industry and thrift had accumulated considerable property.

The following resolutions were adopted by the delegates from Indiana, a copy of which was sent to Mr. Hildebrand's father:

Minute of action taken by the Indiana delegation to the Convention of American Instructors of the Deaf, held at the Ohio institution, in reference to the death of Louis H. Hildebrand, which occurred near Knights-town, Ind., July 26, while on his way to attend said convention.

It is with profound sorrow that we heard of the death of Louis Hildebrand, a fellow-member of the corps of instructors in the Indiana Institution for the Education of the Deaf.

We hereby bear testimony to his intelligence and fidelity in the position which he has occupied for the past eight years and to his superior social and religious characteristics as an acquaintance and friend.

We tender our sincere sympathy to his parents and relatives in their bereavement, and send them this sorrowful greeting.

—*Albert Berg.*

#### MISS LUCY B. McMASTER.

After a sudden and sharp illness Miss McMaster's work for the deaf was brought to a close October 19, 1896. She was graduated at the Rochester Free Academy, and in 1884, after pursuing a course in normal training, became a teacher in the school for the deaf in that city. Having chosen her life work, it became her aim to perfect herself in it and she allowed no opportunity for growth to pass by. She was an active member of the American Association for the Promotion of Teaching Speech to the Deaf, attended all its gatherings, and was ever on the lookout for new and improved methods. As a teacher of speech, her work was marked by wise enthusiasm and untiring interest.

In the death of Miss McMaster a loss which seemed irreparable came, not to the school alone, but to the various human interests with which she was in touch. Her immediate home lost a devoted sister, the church with which she was identified an earnest and helpful worker, and the school for the deaf a valued and inspiring teacher.

Miss McMaster had the true teacher spirit—her pupils were her children; their interests and welfare were close to her heart, and many a character was strengthened and upbuilt by her sympathy, courage, and strength. She loved her children, she loved all her coworkers, and she had a gracious tact, which guided her sympathies in her intercourse with others and brought always to her lips the right and helpful word.—*Harriet E. Hamilton.*

#### HENRY N. FELKEL.

Henry N. Felkel, for four years superintendent of the Florida School for the Deaf and the Blind, passed from this world to the rest of paradise on the 11th day of February, 1897. He was a native of Florida, born in 1850, and at the age of 15 years he started in business for himself. He was educated at the West Florida Seminary and graduated with the degree of B. A. The same seminary afterwards conferred on him the degree of M. A. He began his first teaching in a country school in 1874. Three years later he was appointed superintendent of public instruction of his native county, to which office he was afterwards elected for four successive terms. He was then called to the chair of English literature and physics in his alma mater. In 1886 he was appointed principal of the Tallahassee City public schools, and then was chosen principal of the new State Normal School, located at De Funiak Springs, and managed it in a very successful way for six years. In June, 1893, he accepted the position offered him as the superintendent of the Florida School for the Deaf and the Blind. He conducted the school with good success, and served with ability as its head. Having a heart full of tender love for children, he seemed all the more adapted to meet the needs of the afflicted children of that State. He was a scholarly man, and advanced rapidly in the profession as one of the best teachers and then became a widely known lecturer in that State. He leaves a widow, daughter, and two sons, to whom pupils and teachers of the school tender their heartfelt sympathy.—*Lars M. Larson.*

#### HARVEY D. DE LONG.

Harvey D. De Long, a valued teacher in the Virginia School for the Deaf, was born and reared in Pennsylvania. He received his early education in the School for the Deaf in Philadelphia, Pa., and graduated with honor in 1888. In the following autumn he entered Gallaudet College, and graduated

with the degree of B. A., being the valedictorian of the class of 1893. Soon after his graduation he accepted a position offered him as instructor in the Virginia school, where he continued until his work was interrupted by the illness that terminated in his death, March 19, 1897, in the twenty-ninth year of his age. In the summer of 1894 he married Miss Lily Bicksler, a native of Pennsylvania, who graduated from the Gallaudet College with the degree of B. A., being the valedictorian of the class of 1894. Their happy union resulted in the birth of one child, on the the second anniversary of their marriage, and this child was named after his deceased father. The Virginia school deeply felt the loss of Mr. De Long as an excellent, faithful, and efficient worker. He was a man of high education and excellent character, with Christian convictions. He was very much interested in the welfare of the deaf generally, and was always ready and earnest in the discharge of his duties in the school.—*Lars M. Larson.*

#### MRS. L. C. IRBY.

Mrs. Irby, the eldest child of Rev. N. P. Walker, the founder of the South Carolina School for the Deaf and the Blind, and sister of Supt. N. F. Walker, died October 10, 1896, at the age of 58. She began work as a teacher in the above-named school in 1854, when she was 16 years of age, and remained in the work almost continuously up to a short time prior to her death. She was twice married; first, in 1856, to Mr. J. S. Henderson, a teacher in the South Carolina School for the Deaf and the Blind, and second, in 1879, to Capt. G. M. Irby.—*N. F. Walker.*

#### RUFUS HENRY LAMB.

At the Arkansas School for the Deaf the well-known teacher, R. H. Lamb, died of consumption on Christmas eve, 1896. The deceased was born in Calico Rock, Ark., January 26, 1857, and grew into a happy and bright child. He was one of the first pupils admitted to the above school, and there passed a successful and creditable career as a student. He labored in his alma mater in various positions, such as supervisor, shoe-shop foreman, teacher, and principal who at last took charge of and instructed the separate department for the negro deaf connected with the school, having served for twenty-seven years from the time of his entering the school as a learner

and then as a worker to that of his death. In 1893 he was united in marriage to Miss Allie Gilliam, who soon became the matron of the department, and then managed it worthy of the appropriations given for its maintenance. He proved himself a good and devoted teacher and a faithful and worthy friend of the deaf, and also a gentleman bearing a gentle, honest, noble, and Christian character. He was held in high esteem by all with whom he was associated, and his name is specially kept in grateful and honorable remembrance by the deaf on account of his kind and valuable work to them. Soon after the usual Christmas merriment had commenced the news of the death of Mr. Lamb was announced, which cast profound sorrow over all present, everything becoming quiet and the festival being suspended. The impressive funeral service was conducted at the school Christmas day, and the sermon was preached by a blind preacher. The deceased teacher's last resting place is in the burial lot belonging to the school.—*Lars M. Larson.*

#### ANNA V. FORD.

You may break, you may shatter the vase, if you will,  
But the scent of the roses will hang round it still.

Miss Ford has been dead two years, yet pupils from the Michigan school for the deaf, when visiting Glenwood Cemetery, stop by her grave and speak of her as one who always smiled so sweetly, and said so many kind things.

Though Miss Ford was employed by the school only two years, she especially endeared herself to her fellow teachers, and has left an enduring monument to her lovable character in the minds of these children.

Anna V. Ford died in Flint, August 5, 1896. She was employed in the Michigan school from September, 1894, until the time of her death. The first year she was in the manual department, but the next year, after a course of training under Mrs. Lottie K. Clarke, she occupied a position in the oral department.

Miss Ford was one of Flint's society girls, and took an active part in a musical organization, being a pianist of considerable ability. As a teacher of the deaf, she was very much in love with her work and often expressed herself as very happy in that employment.

Though the profession has lost much by her early death, yet

it is better for her having been in it, even if only for so short a time, and those who came within the influence of her sunny disposition can but be better for having known her.—*Carrie E. Billings.*

#### BELLE SCHRIKEMA.

It is not very often that we, who are engaged in the work of educating the deaf, are called upon to mourn the loss by death of one who loved her work, her associates, her pupils, and her school as well as did Belle Schrikema. At the time of her death, which occurred on the morning of February 27, 1898, she was one of the youngest members of the teaching force of the Michigan School for the Deaf, and had only been engaged in the work a little over three years. During that short period she had proven herself, by her ability, her faithfulness, her untiring devotion to her work, and her amiable disposition, a kind and patient teacher and a sincere friend of the deaf.

Belle Schrikema was born in Grand Rapids, Mich., on January 12, 1875. At the early age of 6 years she had an attack of scarlet fever, which caused the loss of her hearing. When nearly 11 years of age her parents sent her to the public schools of Grand Rapids, where she remained only a short time.

In the fall of 1886 she entered the Michigan School for the Deaf as a pupil, and was very fortunate in being placed in a class of beginners taught by a teacher of long experience. Being naturally bright and ever ready to learn, her advancement was rapid—so rapid that she was soon promoted into the class which graduated with high honors in June, 1895, and which was one of the brightest classes the Michigan School for the Deaf has ever graduated.

At the beginning of her senior year, in the fall of 1894, her superintendent, perceiving in her those qualities of mind and heart which have the making of an efficient and valuable teacher, appointed her to instruct for half a day a class of beginners. Throughout the year she did this work, and, in addition, continued her senior studies and attended class recitations. So well did she do her work as a teacher, and so well did she like it, that, immediately after her graduation in June, 1895, she was appointed one of the regular teachers in her alma mater.



Graduation at the top of a very bright class and her successful appointment as a regular teacher did not mean the end of study and self-improvement with her. Her growing love for her chosen work led her to outline a course of study and reading that meant years of earnest, unremitting labor. After the completion of her first year's work as a regular teacher, she devoted her long summer vacation to a course of study in the Grand Rapids Training School for kindergarten teachers. In short, during her entire three years as a teacher she was continually preparing herself for a career of great usefulness to the deaf of Michigan in general, and to the Michigan School for the Deaf in particular.

In the spring of 1897 she had an attack of measles, and when convalescent returned to her school-room duties. The following summer she was taken very ill with typhoid fever which, as time went on, developed into that dreaded and fatal disease, consumption. She, however, returned to resume her school duties with the opening of school in the fall of 1897, but was not that sturdy, healthy, and joyous maiden which she was before the close of school in June. Her work, which had heretofore been a great pleasure to her, had become a heavy burden. She struggled on until December, when she went home to spend the Christmas holidays. That was the last her associates and the children of the school saw of her, for she became too weak to return and kind friends placed her in the Butterworth Hospital in Grand Rapids, where she had the best of care and medical treatment. But all in vain, for on February 27, 1898, she passed away.

As a teacher, Belle Schrikema was faithful, thorough, patient, kind, and untiring in her efforts to impart to her little ones what she had herself received—the priceless blessing of an education. She loved her pupils and saw in their growing minds and forming characters the handiwork of God. It was her one great and constant wish that they should grow up to be good men and women. She did not confine her work alone to the schoolroom. To every movement intended for the good, or amusement, of the pupils, she gladly and cheerfully lent a willing hand, and her influence for good was felt throughout the whole school.

By one of her friends, who had known her long and intimately, she was called “the mute singer of the power of God.” And well does this become her, for she was one of the original

members of the school choir, which originated soon after the advent of Francis D. Clarke as superintendent, and which has ever since rendered, in beautiful and expressive signs, hymns at the devotional services in the Michigan school.

It is hard for any school to lose so young and promising, so efficient and valuable a teacher as was Belle Schrikema. Hers was a beautiful life; hers was a beautiful soul. And it may be that the Master Teacher, who taught on the plains of Galilee, and who from the Mount gave to the world the grandest sermon that has ever been recorded in the annals of literature, had need of her for a purer, a nobler, and a grander work beyond.—*J. M. Stewart.*

#### JOHN H. YEAGER.

John Henderson Yeager was born near Madison, Mo., May 20, 1843. His mother died in his infancy and his father soon after removed with him to Louisville, Ky. At the age of 4 an attack of measles deprived him of hearing and in 1852 he entered the Kentucky School for the Deaf, at Danville, graduating therefrom in 1861. While a pupil he learned the trades of marble cutting, carpentering, and printing. As a printer he was thoroughly competent and was employed on a number of the large dailies of Louisville and other cities. In 1876 he was elected to succeed Mr. Jas. G. George, deceased, as teacher and foreman of the printing office in the Kentucky School for the Deaf. The latter position he resigned in 1887. In 1878 he married Miss Annie Herndon, a graduate of the Kentucky school who, with five children, survives him.

As a teacher, Mr. Yeager was very successful, being thoroughly devoted to his profession, industrious and painstaking. Unlike some teachers whose interest in their pupils ceases when they leave the schoolroom, his extended to their daily lives, and he was always ready to assist in their care and entertainment. The Christmas festivities were his special care, and he labored assiduously to render them instructive and amusing.

His death occurred April 4, 1896.—*Chas. P. Fosdick.*

#### MISS EDITH STOCKTON RAMBO.

Miss Edith S. Rambo, instructor of the oral class in the Louisiana Institution for the Deaf and Dumb, died at the home of her mother in Stamford, Conn., on the 10th of September, 1895, after an illness of three weeks.

Miss Rambo came to us in 1885 and started the oral class. All the time she had her pupils in mind, and labored indefatigably for their success, and now they mourn her departure. At the time she was doing yeomen services for the school she had to endure bad health, but would not allow this to keep her from doing what she considered her duty.

The board of directors passed highly commendatory resolutions concerning Miss Rambo's work as a teacher and her wholesome, helpful influence in our school.

The following resolutions were adopted by the teachers and officers with whom Miss Rambo served:

Whereas our Heavenly Father has in His infinite wisdom removed from our midst our worthy and esteemed colaborer, Miss Edith Stockton Rambo; and

Whereas her earnest and enthusiastic life as a teacher and a Christian lady call for a manifestation of our appreciation and remembrance; therefore

*Resolved*, That with most heartfelt sympathy we extend the hand of condolence to the mother and relatives of our deceased friend.

*Resolved*, That these resolutions be printed in the Louisiana Pelican and that a copy be sent to the mother of the deceased.

—H. L. Tracy.

#### CLARA ELLEN PARKER.

On the 1st day of October, 1897, Clara E. Parker, for five years teacher in the northern New York school for the deaf at Malone, died at her home in New Hampshire. She was a daughter of honored and intelligent deaf parents who were educated in the American school for the deaf at Hartford, Conn. She was born in West Rupert, Vt., June 28, 1866. She received her early education in various public schools, and then graduated with honor from an academy of great learning and high reputation in New England. She taught in several schools at different times, and succeeded in doing very satisfactory and excellent work amid the many ordinary discouragements. Finally she received an appointment as teacher in the School for the Deaf at Malone. She had lived almost all her life among and labored for the deaf, and showed her strong friendship and true sympathy for them. She was a woman remarkably fitted by the qualities of her mind and heart for the profession in which she was engaged. In her death the school lost a faithful friend, a loyal servant, and an

efficient teacher. She was also remembered by all who knew her as a noble, earnest, and Christian person and she passed away in peace with a real hope of a glorious resurrection in heaven.—*Lars M. Larson.*

#### ANNA ELIZABETH FULLER.

Anna Elizabeth Fuller was born in Keokuk, Iowa, on May 21, 1873, and died at the Iowa School for the Deaf January 4, 1898, after a brief illness.

Miss Fuller lost her hearing through sickness at an early age, entering the Iowa school at 9 years of age, her mother being matron of little boys at that time. Except for a year's absence on account of ill health she remained in school till her graduation in 1893, completing her course with high standing in a class of bright scholars. She was ambitious to excel in her studies and was industrious and attentive. In the fall of 1893 she had the good fortune to be given a temporary position as teacher in her alma mater, which later became permanent. She served over four years as a faithful, capable teacher, till her untimely death. Miss Fuller was of an artistic temperament and worked in both crayon or oil with equal skill. She had been in poor health for three years before her death, and had been advised to ask for a year's leave of absence in order to regain her health; but she could never consent to give up her work till it was too late. Her death was unexpected and painful, as she died in convulsions within three hours after the first attack. She died esteemed by all who knew her. Her remains were taken to her old home at Keokuk, where the body was interred in the family lot. Her suffering is over and she is now at rest.—*Conrad Spruit.*

#### ANNA ELIZABETH FULLER.

Anna Elizabeth Fuller was born in Keokuk, Iowa, May 21, 1873. She lost her hearing in babyhood. At the age of 8 years she was sent to the Iowa School for the Deaf, at Council Bluffs, where she studied through all of the grades and graduated very creditably with the class of June, 1893.

In the following fall she was appointed a teacher in her alma mater, where she remained in the discharge of her duties until she was called from her earthly labors by her untimely death on the 4th of January, 1898.

Her death resulted from a convulsion to which she was subjected, and occurred within a short time after the attack. Funeral services were held in the chapel of the institution the following day. The floral offerings were unstinted and exquisite, expressive of the loving hearts she left behind. The service was very appropriate and expressive of the high esteem in which she was held by the institution and her friends. Her remains were taken to Keokuk, Iowa, and interred in the family lot there.—*F. C. Holloway.*

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